

Self-Regulated L2 Listening Questionnaire (SRLLQ)

(The items highlighted in yellow are the final items retained after the CFA analysis)

Please read each statement carefully, give your first reaction to each statement, and use the number below to mark an answer for every statement. Each number represents a different level of agreement, where 1 represents “strongly disagree” and 6 represents “strongly agree”.

1-strongly disagree 2 3 4 5 6-strongly agree

- 1) When I receive a listening task, I try to identify the reason or motivation for completing it.
- 2) When I receive a listening task, I try to figure out what the demands of the task are (for example, what kind of task it is, what its purpose is, what I have to do).
- 3) When I receive a listening task, I become aware of whether I can complete the task or not.
- 4) When I receive a listening task, I try to figure out what kind of listening material it is (for example, what is its genre/ topic/ cultural background?)
- 5) When I receive a listening task, I become aware of whether I feel anxious or not.
- 6) When I receive a listening task, I become aware of how important this task is for me.
- 7) When I receive a listening task, I become aware of what potential difficulties I may encounter.
- 8) Before listening, I predict what I will hear, such as topics, main ideas, words, etc.
- 9) Before listening, I plan where to focus my attention, such as on specific vocabulary, the main idea, tone, or specific parts of the listening material.
- 10) Before listening, I plan what strategies I can use in listening to help me understand the passage.

- 11) Before listening, I assess whether using certain listening strategies would effectively help me understand the passage.
- 12) Before listening, I plan how to make myself relaxed if I feel anxious.
- 13) Before listening, if I do not think I can successfully complete the task, I will plan how to convince myself that I can complete it.
- 14) When I am listening, I mainly focus on what I have planned to pay attention to, such as specific words, phrases, sentences, or gist.
- 15) When I am listening, I try to concentrate on understanding what I am listening to.
- 16) When I am listening, I assess whether parts I had difficulties with affect my overall understanding.
- 17) When I am listening, I use contextual clues to work out missing information or unfamiliar words.
- 18) When I am listening, I use common sense to work out missing information or unfamiliar words.
- 19) When I am listening, I use linguistic knowledge (e.g., vocabulary, grammar) to work out missing information or unfamiliar words.
- 20) When I am listening, I predict what I will hear next according to what I have already understood.
- 21) When I am listening, I use my knowledge of the topic to understand the passage.
- 22) When I am listening, I link different parts of the passage for better understanding.
- 23) When I am listening, I translate words, phrases, or sentences into Chinese in my mind to facilitate my understanding.
- 24) When I am listening, I pay attention to some key words, phrases or sentences that may help with my comprehension.
- 25) If I encounter listening difficulties during listening, I recall or imagine successful experiences to encourage myself.

- 26) If I encounter listening difficulties during listening, I give myself positive mental cues, believing that I can find a solution.
- 27) I use deep breathing to alleviate my listening anxiety.
- 28) When I encounter difficulties in listening, I comfort myself that I don't have to be nervous.
- 29) I compare what I have understood with what I predicted I would hear.
- 30) I check whether my understanding of a part of the passage makes sense in the light of what I have understood.
- 31) If I find myself struggling while completing a listening task, I immediately make changes to remedy the situation (e.g., changing listening strategies or reinterpreting the task requirements).
- 32) I check whether the actions I have taken to reduce my anxiety have been effective.
- 33) If I realise that the measures I have taken to reduce my anxiety are not effective, I immediately try a new approach.
- 34) I check whether the actions I have taken to encourage myself have been effective.
- 35) If I realise that the measures I have taken to encourage myself are ineffective, I will immediately adopt a new approach to motivate myself.
- 36) I evaluate whether my anxiety or lack of confidence has affected my listening comprehension.
- 37) I check whether my understanding of the passage is consistent with common sense.
- 38) I check whether my understanding of the passage is consistent with my linguistic knowledge.
- 39) After listening, I reflect on my overall performance during the listening task.
- 40) After listening, I reflect on my overall performance in managing my motivation (e.g., confidence) and affect (e.g., anxiety) during the listening task.

- 41) I look for reasons behind my success or failure in understanding the passage.
- 42) I attribute my success or failure in understanding to **internal** factors such as lack of English vocabulary, lack of English listening strategies or not putting enough effort into English listening.
- 43) I attribute my success or failure in understanding to **external** factors such as passage difficulty, fast speech input, heavy accent, noisy environment, poor sound quality, etc.
- 44) If necessary, I adjust my strategies after the task for future listening tasks.
- 45) Successful completion of one English listening task can reduce my anxiety when faced with other English listening tasks.
- 46) Successful completion of one English listening task can increase my confidence when faced with other English listening tasks.

IDLEL E-Log

This is the E-log that you can use to record your engagement in informal digital learning of English listening (IDLEL) activities. Please use English to complete the E-log.

1. Last four digits of your student ID*

2. This is the _____ week since I started using this E-log. [single choice]

- ☐ first
- ☐ second
- ☐ third
- ☐ fourth

3. How many IDLEL activities did you participate in this week? [single choice]

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ Others (more than five) _____
- ☐ 0 (please indicate your reasons for not taking part in IDLEL activities here _____)

4. What IDLEL activity did you participate in? (Activity 1) [single choice]

- ☐ English movies
- ☐ English TV series
- ☐ English variety shows or talk-shows (e.g., Saturday Night Live; The Tonight Show Starring Jimmy Fallon)
- ☐ English videos posted by influencers on social platforms
- ☐ English listening materials in English learning apps

- English presentations (e.g., TED Talk)
- English radio programmes (e.g., BBC; VOA)
- English audio books (e.g., The Little Prince)
- English songs
- Listening materials for tests (e.g., TEM-4; IELTS) or textbooks
- Others (please indicate what the activity is) _____

5. What IDLEL activity did you participate in? (Activity 2) [single choice]

- English movies
- English TV series
- English variety shows or talk-shows (e.g., Saturday Night Live; The Tonight Show Starring Jimmy Fallon)
- English videos posted by influencers on social platforms
- English listening materials in English learning apps
- English presentations (e.g., TED Talk)
- English radio programmes (e.g., BBC; VOA)
- English audio books (e.g., The Little Prince)
- English songs
- Listening materials for tests (e.g., TEM-4; IELTS) or textbooks
- Others (please indicate what the activity is) _____

6. What IDLEL activity did you participate in? (Activity 3) [single choice]

- English movies
- English TV series
- English variety shows or talk-shows (e.g., Saturday Night Live; The Tonight Show Starring Jimmy Fallon)
- English videos posted by influencers on social platforms
- English listening materials in English learning apps
- English presentations (e.g., TED Talk)

- English radio programmes (e.g., BBC; VOA)
- English audio books (e.g., The Little Prince)
- English songs
- Listening materials for tests (e.g., TEM-4; IELTS) or textbooks
- Others (please indicate what the activity is) _____

7. What IDLEL activity did you participate in? (Activity 4) [single choice]

- English movies
- English TV series
- English variety shows or talk-shows (e.g., Saturday Night Live; The Tonight Show Starring Jimmy Fallon)
- English videos posted by influencers on social platforms
- English listening materials in English learning apps
- English presentations (e.g., TED Talk)
- English radio programmes (e.g., BBC; VOA)
- English audio books (e.g., The Little Prince)
- English songs
- Listening materials for tests (e.g., TEM-4; IELTS) or textbooks
- Others (please indicate what the activity is) _____

8. What IDLEL activity did you participate in? (Activity 5) [single choice]

- English movies
- English TV series
- English variety shows or talk-shows (e.g., Saturday Night Live; The Tonight Show Starring Jimmy Fallon)
- English videos posted by influencers on social platforms
- English listening materials in English learning apps
- English presentations (e.g., TED Talk)

- English radio programmes (e.g., BBC; VOA)
- English audio books (e.g., The Little Prince)
- English songs
- Listening materials for tests (e.g., TEM-4; IELTS) or textbooks
- Others (please indicate what the activity is) _____

9. In addition to the activities mentioned above, what other activities did you participate in?

10. I engaged in activity 1 for about _____ [single choice]

- <1 hour
- 1-2 hours
- 2-3 hours
- 3-4 hours
- Others _____

11. I engaged in activity 2 for about _____ [single choice]

- <1 hour
- 1-2 hours
- 2-3 hours
- 3-4 hours
- Others _____

12. I engaged in activity 3 for about _____ [single choice]

- <1 hour
- 1-2 hours
- 2-3 hours
- 3-4 hours

☐Others _____

13. I engaged in activity 4 for about _____ [single choice]

☐ <1 hour

☐ 1-2 hours

☐ 2-3 hours

☐ 3-4 hours

☐Others _____

14. I engaged in activity 5 for about _____ [single choice]

☐ <1 hour

☐ 1-2 hours

☐ 2-3 hours

☐ 3-4 hours

☐Others _____

15. Please record other activities and the time you spent on these activities here.

Example:

I engage in _____ for about _____ hour/hours.

In this part, please briefly describe how you made use of the IDLEL activities you mentioned above to enhance your English listening.

16. Reasons for taking part in activity 1. (Multiple choice acceptable)

☐Personal interest

☐It's quite popular recently

☐Classmates' recommendation

☐Teachers' recommendation

☐Others _____

17. Reasons for taking part in activity 2. (Multiple choice acceptable)

☐Personal interest

☐It's quite popular recently

☐Classmates' recommendation

☐Teachers' recommendation

☐Others _____

18. Reasons for taking part in activity 3. (Multiple choice acceptable)

☐Personal interest

☐It's quite popular recently

☐Classmates' recommendation

☐Teachers' recommendation

☐Others _____

19. Reasons for taking part in activity 4. (Multiple choice acceptable)

☐Personal interest

☐It's quite popular recently

☐Classmates' recommendation

☐Teachers' recommendation

☐Others _____

20. Reasons for taking part in activity 5. (Multiple choice acceptable)

☐Personal interest

☐It's quite popular recently

☐Classmates' recommendation

☐Teachers' recommendation

□Others _____

21. Please briefly describe your reasons for taking part in other activities.

Example, I took apart in activity _____ because _____

22. Any mental preparation I performed **before** I started being involved in activity 1 (e.g., any ideas, thoughts, or feelings about what you are going to listen to) _____

23. Any mental preparation I performed **before** I started being involved in activity 2 (e.g., any ideas, thoughts, or feelings about what you are going to listen to) _____

24. Any mental preparation I performed **before** I started being involved in activity 3 (e.g., any ideas, thoughts, or feelings about what you are going to listen to) _____

25. Any mental preparation I performed **before** I started being involved in activity 4 (e.g., any ideas, thoughts, or feelings about what you are going to listen to) _____

26. Any mental preparation I performed **before** I started being involved in activity 5 (e.g., any ideas, thoughts, or feelings about what you are going to listen to) _____

27. Any mental preparation I performed **before** I started being involved in other activities (e.g., any ideas, thoughts, or feelings about what you are going to listen to). Before _____, I _____

28. To make it beneficial for improving my listening comprehension, what did I do during activity 1? (e.g., Did I encounter any listening comprehension difficulties? How did I solve these difficulties? Did I use any strategies to help with my listening? etc.) _____

29. To make it beneficial for improving my listening comprehension, what did I do during activity 2? (e.g., Did I encounter any listening comprehension difficulties? How did I solve these difficulties? Did I use any strategies to help with my listening? etc.) _____

30. To make it beneficial for improving my listening comprehension, what did I do during activity 3? (e.g., Did I encounter any listening comprehension difficulties? How did I solve these difficulties? Did I use any strategies to help with my listening? etc.) _____

31. To make it beneficial for improving my listening comprehension, what did I do during activity 4? (e.g., Did I encounter any listening comprehension difficulties? How did I solve these difficulties? Did I use any strategies to help with my listening? etc.) _____

32. To make it beneficial for improving my listening comprehension, what did I do during activity 5? (e.g., Did I encounter any listening comprehension difficulties? How did I solve these difficulties? Did I use any strategies to help with my listening? etc.) _____

33. To make it beneficial for improving my listening comprehension, what did I do during other activities? (e.g., Did I encounter any listening comprehension difficulties? How did I solve these difficulties? Did I use any strategies to help with my listening? etc.)

34. What did I do **after** activity 1 to help me improve English listening _____

35. What did I do after activity 2 to help me improve English listening _____

36. What did I do after activity 3 to help me improve English listening _____

37. What did I do after activity 4 to help me improve English listening _____

38. What did I do after activity 5 to help me improve English listening _____

39. What did I do **after** other activities to help me improve English listening?

I _____ after _____

40. My gains through activity 1 (multiple choice)

- ☐ Vocabulary expanded
- ☐ Got familiar with natural accent
- ☐ Got familiar with natural speech speed
- ☐ Learned about target culture
- ☐ Understood long and complex sentences
- ☐ Confidence in English listening increased
- ☐ Anxiety in English listening decreased
- ☐ Others _____

41. My gains through activity 2 (multiple choice)

- ☐ Vocabulary expanded
- ☐ Got familiar with natural accent
- ☐ Got familiar with natural speech speed
- ☐ Learned about target culture
- ☐ Understood long and complex sentences
- ☐ Confidence in English listening increased
- ☐ Anxiety in English listening decreased
- ☐ Others _____

42. My gains through activity 3 (multiple choice)

- ☐ Vocabulary expanded
- ☐ Got familiar with natural accent
- ☐ Got familiar with natural speech speed
- ☐ Learned about target culture

- ☐ Understood long and complex sentences
- ☐ Confidence in English listening increased
- ☐ Anxiety in English listening decreased
- ☐ Others _____

43. My gains through activity 4 (multiple choice)

- ☐ Vocabulary expanded
- ☐ Got familiar with natural accent
- ☐ Got familiar with natural speech speed
- ☐ Learned about target culture
- ☐ Understood long and complex sentences
- ☐ Confidence in English listening increased
- ☐ Anxiety in English listening decreased
- ☐ Others _____

44. My gains through activity 5 (multiple choice)

- ☐ Vocabulary expanded
- ☐ Got familiar with natural accent
- ☐ Got familiar with natural speech speed
- ☐ Learned about target culture
- ☐ Understood long and complex sentences
- ☐ Confidence in English listening increased
- ☐ Anxiety in English listening decreased
- ☐ Others _____

45. My gains through other activities (Please briefly describe your gains from other activities here). Example, My gains from activity _____ include _____

Well done! 🙌 Thanks for completing the E-log for this week!

English Listening Comprehension Tests

Listening Test 1

Listening Test Answer Sheet

Student ID (last four digits):

Task 1

In this section, you will hear four short passages. The first three passage will be played in two parts, with **ONE** minute pause in between for you to write down everything you understood from the first part. After the second part is played, you will have another **ONE** minute to write down your understanding of the second part. Every passage will only be played **ONCE**. Both **ENGLISH** and **CHINESE** are acceptable, so please write your understanding of the passage as much as possible.

Passage 1

Part 1

Part 2

Passage 2

Part 1

Part 2

Passage 3

Part 1

Part 2

Passage 4

Part 1

Part 2

Task 2

In this section, you will hear the four passages again. After each passage, please answer the listening comprehension questions below. There is only **ONE** right answer for each question. Every passage will only be played **ONCE**. Before the passage is played, you will have **30 Seconds** to read the questions. After each passage, you will have **One Minute** to answer the questions on it.

Passage 1

- 1) Luke read that one reason why we often forget dreams is that:
 - A. Our memories cannot deal with too much information
 - B. We might otherwise be confused about what is real
 - C. We do not think they are important
- 2) What do Luke and Susie agree about dreams predicting the future?
 - A. It may just be due to coincidence
 - B. It only happens with certain types of event
 - C. It happens more often than some people think

Passage 2

- 3) According to the news, what does “upcycled items” mean?
 - A. Things modified from old things that are no longer in use

- B. Unwanted items
 - C. Things that are broken-down
- 4) Why does the reporter say that the mall is clever?
- A. It is situated next to a recycling centre
 - B. It is not only a mall but also a recycling centre
 - C. The products it sells are very popular

Passage 3

- 5) When the speaker decided to learn German, what did she do?
- A. She read “Harry Potter” in German
 - B. She read “Friends” in German
 - C. She watched “Friends” in German
- 6) According to the speaker, what may be the secret of learning languages?
- A. Try to talk to native speakers instead of talking to yourself
 - B. Keep listening to textbook materials even if you don’t like them
 - C. Discover the fun of language learning by making it an enjoyable daily activity

Passage 4

- 7) Which of the following statements about “destiny” is TRUE?
- A. The woman believed that being a parent was everyone’s destiny
 - B. The woman knew what the man’s destiny was but did not tell him before she died
 - C. The woman thought the man could make and discover his own destiny
- 8) What does the mother mean by comparing life to a box of chocolates?
- A. Life is as sweet as chocolates

- B. Life is full of uncertainty
- C. Life is full of predictable events

Listening Test 2

Listening Test Answer Sheet

Student ID (last four digits):

Task 1

In this section, you will hear four short passages. The first three passage will be played in two parts, with **ONE** minute pause in between for you to write down everything you understood from the first part. After the second part is played, you will have another **ONE** minute to write down your understanding of the second part. Every passage will only be played **ONCE**. Both **ENGLISH** and **CHINESE** are acceptable, so please write your understanding of the passage as much as possible.

Passage 1

Part 1

Part 2

Passage 2

Part 1

Part 2

Passage 3

Part 1

Part 2

Passage 4

Part 1

Part 2

Task 2

In this section, you will hear the four passages again. After each passage, please answer the listening comprehension questions below. There is only **ONE** right answer for each question. Every passage will only be played **ONCE**. Before the passage is played, you will have **30 Seconds** to read the questions. After each passage, you will have **One Minute** to answer the questions on it.

Passage 1

1) What does Adam suggest that the restaurants could do to reduce obesity?

- A. offer fewer food options
- B. have more low-calorie foods
- C. organise menus in a particular way

2) What do Adam and Rosie think about the levels of exercise in England?

- A. The amount recommended is much too low
- B. Most people overestimate how much they do
- C. Women now exercise more than they used to do

Passage 2

3) What does “leftover bread” mean?

- A. Outdated bread
- B. Daily unsold bread

○C. Bad-tasting bread

4) The main reason for turning bread into beer may be that

○A. it is beneficial to solving food waste problems

○B. it is a tradition that needs be followed

○C. this product can make huge profits

Passage 3

5) What does the speaker mean by saying “live the language”?

○A. Making language learning interesting

○B. Using that language as much as possible

○C. Living in countries where that language is spoken

6) Why does “making mistakes” help us learn language?

○A. Because it can make us less vulnerable

○B. Because we expected to do that when we were children

○C. Because it provides us with the freedom and space to progress

Passage 4

7) At first, what was the father’s attitude towards the boy's dream of becoming a professional basketball player?

○A. He thought the boy should spend time practising playing basketball

○B. He thought the boy had talent in playing basketball

○C. He did not think the boy could be a professional basketball player

8) What’s the main point of the man’s words in the end?

○A. The boy should take advice from others

○B. The boy should stick to achieving his dream

○C. The man's suggestions are more important than others'

Listening Test 3

Listening Test Answer Sheet

Student ID (last four digits):

Task 1

In this section, you will hear four short passages. The first three passages will be played in two parts, with **ONE** minute pause in between for you to write down everything you understood from the first part. After the second part is played, you will have another **ONE** minute to write down your understanding of the second part. Every passage will only be played **ONCE**. Both **ENGLISH** and **CHINESE** are acceptable, so please write your understanding of the passage as much as possible.

Passage 1

Part 1

Part 2

Passage 2

Part 1

Part 2

Passage 3

Part 1

Part 2

Passage 4

Part 1

Part 2

Task 2

In this section, you will hear the four passages again. After each passage, please answer the listening comprehension questions below. There is only **ONE** right answer for each question. Every passage will only be played **ONCE**. Before the passage is played, you will have **30 Seconds** to read the questions. After each passage, you will have **One Minute** to answer the questions on it.

Passage 1

5) When the speaker decided to learn German, what did she do?

- A. She read “Harry Potter” in German
- B. She watched “Friends” in German
- C. She read “Friends” in German

6) According to the speaker, what may be the secret of learning languages?

- A. Keep listening to textbook materials even if you don’t like them
- B. Discover the fun of language learning by making it an enjoyable daily activity
- C. Try to talk to native speakers instead of talking to yourself

Passage 2

7) Which of the following statements about “destiny” is TRUE?

- A. The woman believed that being a parent was everyone's destiny
- B. The woman thought the man could make and discover his own destiny
- C. The woman knew what the man's destiny was but did not tell him before she died

8) What does the mother mean by comparing life to a box of chocolates?

- A. Life is full of predictable events
- B. Life is as sweet as chocolates
- C. Life is full of uncertainty

Passage 3

3) According to the news, what does "upcycled items" mean?

- A. Unwanted items
- B. Things modified from old things that are no longer in use
- C. Things that are broken-down

4) Why does the reporter say that the mall is clever?

- A. It is not only a mall but also a recycling centre
- B. It is situated next to a recycling centre
- C. The products it sells are very popular

Passage 4

1) Luke read that one reason why we often forget dreams is that:

- A. We might otherwise be confused about what is real
- B. Our memories cannot deal with too much information
- C. We do not think they are important

2) What do Luke and Susie agree about dreams predicting the future?

- A. It happens more often than some people think
- B. It only happens with certain types of event
- C. It may just be due to coincidence

The Codebook For the Thematic Analysis Purpose

Codebook for the Task-Level Strategy

| Task Perception | | Goal Setting | | Listening Strategy Planning | | Strategy Employment | | |
|-------------------------------|---|--|--|-----------------------------|---------------------------------|--|--|---|
| Task demand perception | When receiving a listening task, participants try to figure out what the demands of the task are (for example, what kind of task it is, what its purpose is, what they have to do). | Setting goals for task completion | Before listening, participants set goals for task completion. | Listening strategy planning | Selective attention | In listening, participants mainly focus on specific words, phrases, sentences, gist, accent, cultural aspects, etc. | Imagination | In listening, participants imagine scenes described in the passage or imagine themselves as characters in the movie/ TV series to aid their comprehension |
| | When participants receive a listening task, they try to figure out the nature of the listening material, e.g. its genre, theme, cultural context, difficulty, etc. | Setting goals for comprehension levels | Before listening, participants set goals for the level of comprehension of the listening material. | | Focus on ongoing contents | In listening, participants focus on understanding what they are listening to. | Noting | In listening, participants note down some words, phrases, or sentences they hear on paper to aid their comprehension. |
| Listening material perception | | Setting goals for selected attention | Before listening begins, participants set goals to plan what to focus on, e.g., focusing on specific vocabulary words, main ideas, detailed information, or specific parts of the listening material (e.g., dialogues, beginnings, endings, etc.). | | Contextual-clue assistance | In listening, participants use contextual clues to work out missing information or unfamiliar words. | Repeat | Participants may re-play the listening materials for many times |
| | | Setting goals for skill enhancement | Before listening, participants set goals for the skills they want to improve or the knowledge they want to gain through the listening task | | Common-sense assistance | In listening, participants use common sense to work out missing information or unfamiliar words. | Subtitles/ Scripts | Participants use or close the subtitles/ scripts to help them better understand the listening materials or achieve their goals |
| | | | | | Linguistic-knowledge assistance | In listening, participants use linguistic knowledge (e.g., vocabulary, grammar) to work out missing information or unfamiliar words or the meaning of complex sentences. | Dictionary/ Translation websites/ apps | Look up unfamiliar words |
| | | | | | Topic-knowledge assistance | In listening, participants use their knowledge of a topic (e.g. sports, food culture) to understand the passage. | Pause/ Speed Adjustment | participants may pause or adjust the speed of the listening material to gain more time to understand it or to take notes |
| | | | | | Cultural background assistance | In listening, participants use their knowledge of the target culture to understand the passage. | Imitation | During listening, participants may familiarise themselves with the pronunciation or accent of unfamiliar words by mimicking or following along. |
| | | | | | Understanding-based assistance | In listening, participants use what they have already understood as assistance, to predict or what they will hear next or to inference what they have not understood | | |
| Previous knowledge recall | When participants receive a listening task, they try to recall related knowledge | | | | Mental Translation | In listening, participants translate words, phrases, or sentences into Chinese in their mind to facilitate their understanding. | Question-clue assistance | Participants use the stem or options of a question to infer or understand the content of the original text |
| | | Content prediction | Before listening, participants predict what they are going to listen to, such as possible vocabulary and arguments. These predictions may become standards or targets for participants to monitor their comprehension later. | | | | | |

| | | | | | | | |
|--|--|--|--|---------------|--|------|---|
| | | | | Visualisation | In listening, participants visualise words, phrases, and sentences they hear in their mind to aid their comprehension. | Skip | Participants will skip over words they don't understand at first and try to understand their meaning when the listening is over or on a second listen |
|--|--|--|--|---------------|--|------|---|

| Listening Monitoring | | Reflection | | Attribution | | Adjustment | |
|-----------------------------|--|------------------------------|--|-----------------------------|--|------------------------|--|
| Comprehension monitoring | Participants compare what they have understood with a variety of sources to monitor their listening comprehension. More detailed strategies under this category can be seen below. | Task performance reflection | Participants reflect on whether the goals set before listening are met or not or on listening knowledge | Internal-factor attribution | Participants attribute their success or failure in understanding to internal factors such as lack of English vocabulary, lack of English listening strategies or not putting enough effort into English listening. | Plan for future study | Participants set goals/ plans after the task for future, maybe not limited to listening. |
| | | Strategy-use reflection | Participants reflect on the effectiveness of the strategies used in listening. | External-factor attribution | Participants attribute their success or failure in understanding to external factors such as passage difficulty, fast speech input, heavy accent, noisy environment, poor sound quality, etc. | Help & Seeking seeking | Participants will seek help or feedback from others for difficulties that they cannot solve on their own |
| Difficulty-based monitoring | Participants assess whether parts they had difficulties with affect their overall understanding. | Knowledge accumulation | Memorise unfamiliar or 'useful' words, sentence structures, expressions, cultural phenomena or even other skills in listening/ after listening | | | Sharing | Participants will share the knowledge/ ideas they gained from the listening activities |
| | | Task-gained knowledge review | Participants review or expand the knowledge gained from the task or re-do the task | | | | |

Codebook for the Motivation & Affect-Level Strategy

| Motivation & Affect Awareness | | Goal clarification | | Motivation and Affect-level Strategy Employment | | Motivation and Affect Reflection & Adjustment | |
|--------------------------------|---|--------------------|---|---|--|---|---|
| Self-efficacy awareness | When receiving a listening task, participants become aware of whether they can complete the task or not. | Goal clarification | Before listening, participants determine their goal orientations (e.g.,mastery-approach/avoidance orientations; performance-approach/avoidance orientations) . In other words, participants determine their reasons for engaging in listening activities. | Anxiety-relieving physical strategies | Before listening, participants try to alleviate their anxiety by using some physical behaviours, such as taking deep breath, talking to others or themselves or jumping | Motivation and affect adjustment | Participants adjust their motivational & affective states in the face of future tasks based on the completion of one listening task |
| Anxiety awareness | When receiving a listening task, participants become aware of whether they feel anxious or not. | | | Gather mind and focus | Before listening, participants gather their mind and improve their focus | | |
| Task-value awareness | When receiving a listening task, participants become aware of how important this task is for them. | | | Imaging good results | Before listening, participants encourage themselves to be confident by imagining good results, such as getting good grades in this listening task | | |
| Potential difficulty awareness | When receiving a listening task, participants become aware of what potential difficulties they may encounter. | | | Recall previous experiences | Before listening, participants recall their previous experiences of completing similar listening tasks | | |
| | | | | Self-push/encourage/ comfort | Before listening, even though participants may be aware that the task will be difficult or unsure if they will be able to complete the task, they give themselves the courage to push themselves to start the task | | |
| | | | | Mental preparation for potential difficulties | Before listening begins, participants can gain mental preparation by envisioning the potential difficulties that may arise during the listening process, thus easing their anxiety | | |
| | | | | Selecting/ Creating an environment conducive to concentration | Before listening, participants may choose/ create a quiet/ clean environment to help them focus on listening or relieve their anxiety | | |