

Metacognitive Awareness Listening Questionnaire (MALQ)

Rate each statement with a score from 1 (strongly disagree) to 6 (strongly agree)

Type	Statement	1-6 score
PE	Before I start to listen, I have a plan in my head for how I am going to listen	
DA	I focus harder on the text when I have trouble understanding.	
PK	I find that listening in English is more difficult than reading, speaking, or writing in English.	
MT	I translate in my head as I listen.	
PS	I use the words I understand to guess the meaning of the words I don't understand.	
DA	When my mind wanders, I recover my concentration right away.	
PS	As I listen, I compare what I understand with what I know about the topic.	
PK	I feel that listening comprehension in English is a challenge for me.	
PS	I use my experience and knowledge to help me understand.	
PE	Before listening, I think of similar texts that I may have listened to.	
MT	I translate key words as I listen.	
DA	I try to get back on track when I lose concentration.	
PS	As I listen, I quickly adjust my interpretation if I realize that it is not correct.	
PE	After listening, I think back to how I listened, and about what I might do differently next time	
PK	I don't feel nervous when I listen to English.	
DA	When I have difficulty understanding what I hear, I give up and stop listening.	
PS	I use the general idea of the text to help me guess the meaning of the words that I don't understand	
MT	I translate word by word, as I listen.	
PS	When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	

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PE	As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	
PE	I have a goal in mind as I listen.	

Totals:

PE: Planning/evaluation = /30

PK: Person knowledge = /18

MT: Mental translation = /18

PS: Problem-solving = /36

DA: Directed attention = /24

Adapted from: Vandergrift, L., Goh, C. C. M., Mareschal, C., & Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire (MALQ): Development and validation. *Language Learning*, **56**, 431–462. doi:[10.1111/j.1467-9922.2006.00373.x](https://doi.org/10.1111/j.1467-9922.2006.00373.x)