

Appendix A: Likert-scale questionnaire with mean ratings

Instruction^a

What do you normally do, particularly in your mind, to understand the teacher **when you are listening to the teacher speaking to the whole class during English lessons?**

Please read the following strategies, and respond by rating 1 to 5 according to the description below.

1. Never or almost never true of me
2. Generally not true of me
3. Somewhat true of me
4. Generally true of me
5. Always or almost always true of me

Number	Strategies	Mean rating (n=646)	S.D.	Factor ^b
1	I focus attention on every word in the teacher's talk.	3.44	0.83	S9
2	I repeat fully what the teacher just said in my mind.	2.95	1.01	S10
3	I follow the physical actions that my classmates do.	3.02	1.08	OSB2
4	I simplify what the teacher said into something I understand.	3.57	1.01	S5
5	I visualise in my mind what the teacher is asking me to do.	3.16	1.11	S4
6	I translate the entire teacher's talk into Chinese.	2.92	1.21	S6
7	I recall what I read during my preparation for the lesson.	2.77	1.07	S1
8	I evaluate how much attention I am giving to the teacher.	2.78	1.02	S9
9	I anticipate the key vocabulary of the topic of this lesson.	2.55	1.08	S1
10	I guess the intention of the teacher in saying something.	3.26	1.10	S3
11	I list out in my mind step by step what the teacher is asking me to do.	3.25	1.01	S3
12	I list out in my mind what I learnt in the previous lesson.	3.02	0.95	S1
13	I identify the overarching meaning of the teacher's talk.	3.92	0.81	S5
14	I integrate everything I understand within the teacher's talk.	3.90	0.85	S5
15	I visualise in my mind a picture to represent the new vocabulary being taught.	2.97	1.10	S8
16	I review my notes.	3.03	1.17	OSB1
17	I rephrase what the teacher said into something I understand.	3.47	0.96	S5
18	I recall what I have learnt in the previous lesson to help me understand the present teacher's talk.	3.14	0.99	S1
19	I evaluate my understanding and find out how much I understand.	3.13	0.97	S9
20	I look up the difficult words in a dictionary.	3.64	1.16	OSB1
21	I focus attention on the keywords of the teacher's talk.	3.65	0.90	S2
22	I ask my classmates what the teacher means.	3.60	1.15	OSB2
23	I recall the key contents of this English lesson.	3.04	0.97	S1
24	I use my knowledge on English pronunciation to help me understand.	3.51	1.06	S8
25	I ask the teacher what s/he means.	2.70	1.17	OSB3
26	I recall all knowledge about English grammar.	3.12	0.94	S1
27	I focus attention on what the teacher has corrected me, when s/he repeats what I said.	3.61	1.07	S2
28	I recall my previous experiences in doing English exercises.	3.09	1.03	S1
29	I anticipate what the teacher is going to say later.	2.75	1.12	S4
30	I recall the key contents of the previous lesson.	2.74	0.95	S1
31	I translate the keywords in the teacher's talk into Chinese.	3.33	1.15	S6
32	I recall previous life experiences which are related to the teacher's talk.	3.15	0.95	S6
33	I search in my mind to find out if I have learnt about the topic of this lesson before.	3.25	1.00	S1

34	I visualise in my mind the picture of my learning in the previous lesson.	2.69	1.02	S1
35	I focus attention on all the difficult words in the teacher's talk.	3.42	1.03	S2
36	I refer to my textbook or worksheets to remind myself the key contents of this lesson.	3.26	1.12	OSB1
37	I ask the teacher to repeat.	2.39	1.08	OSB3
38	I repeat partially what the teacher just said in my mind.	3.18	1.00	S10
39	I focus attention on one of the difficult words in the teacher's talk.	3.35	1.04	S2
40	I focus attention on the sounds of the difficult words.	3.47	1.09	S2
41	I focus attention on the words emphasised by the teacher.	3.74	0.99	S2
42	I signal to the teacher that I don't understand.	2.76	1.18	OSB3
43	I find clues on the blackboard to help me understand the teacher.	3.58	1.01	OSB2
44	I observe what my classmates do to help me understand the present teacher's talk.	3.59	1.06	OSB2
45	I focus attention on the unfamiliar words in the teacher's talk.	3.50	0.97	S2
46	I write down what the teacher said.	2.23	1.14	OSB1
47	I focus attention on the content words in the teacher's talk.	3.37	0.96	S2
48	I look up the difficult words in my textbook.	3.31	1.18	OSB1
49	I anticipate what the teacher is going to ask me to do later.	2.77	1.13	S4
50	I recall the mistakes I made in the past.	3.26	1.13	S3
51	I search in my mind to find out if I have learnt about this vocabulary before.	3.55	1.02	S3
52	I remind myself of the teacher's usual way of saying things.	2.89	1.08	S4
53	I recall the vocabulary which I know.	3.60	0.98	S3
54	I break the teacher's talk into smaller segments to ease my understanding.	3.02	1.03	S7
55	I hold the sounds of the difficult words in my mind.	3.35	1.08	S8
56	I focus attention on the simple words in the teacher's talk.	2.91	1.05	S7
57	I search in my mind to find out if I have learnt similar words before.	3.47	0.99	S3
58	I pretend that I understand (e.g. nod my head).	2.91	1.27	OSB2
59	I recall what I read in my English textbook.	2.99	1.04	S1
60	I focus attention on the familiar words in the teacher's talk.	3.16	0.99	S7
61	I refer to my textbook or worksheets to remind myself the key contents of the previous lesson.	3.01	1.05	OSB1
62	I summarise what the teacher said into a short sentence.	3.15	1.05	S5
63	I identify the important points of the teacher's talk.	3.56	0.99	S5
64	I integrate my old knowledge and the new content which I don't understand.	3.45	0.95	S3
65	I recall what the teacher said previously to help me understand the present teacher's talk.	3.23	1.00	S3

Note. a. For this study, the items were presented bilingually with Chinese translation.

b. S1: Contextualization for the present lesson; S1: Selective attention on difficult words or segments; S3: Recall of prior knowledge; S4: Relational – understanding through recalling teacher's approach; S5: Summarisation / Appropriation; S6: Translation; S7: Selective attention on simple words or segments; S8: Auditory representations and imagery; S9: Evaluation; S10: Repetition; OSB1: Utilisation of personal physical resources; OSB2: Hide and seek; OSB3: Direct help seeking from the teacher

These factors were only identified after administering the questionnaire through an exploratory factor analysis, and the column was not present in the original questionnaire completed by the participants of the study. These labels presented here are only for ease of reference.