

Self-Regulatory Listening Strategies in EFL: the Development and Validation of a Questionnaire

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This study aimed to develop a self-regulatory listening strategies questionnaire (SRLSQ) in order to measure the degree of EFL listeners' self-regulation listening strategies. To this end, 94 items were initially designed based on Pintrich's (2004) model of self-regulation. Then, this instrument was piloted on 30 Iranian EFL learners, showing acceptable internal consistency reliability. Afterward, the questionnaire was administered to 200 Iranian EFL learners. After the questionnaires were returned, exploratory factor analysis (EFA) was conducted in order to determine the underlying structure of this multi-dimensional instrument. Based on the EFA results, the self-regulatory listening strategies questionnaire was found to be composed of one factor with four underlying subcomponents, as represented by Pintrich's model. Confirmatory factor analysis revealed that the questionnaire data best fitted the hypothetical model of this questionnaire since five goodness-of-fit indexes were all above the recommended values. Finally, theoretical and practical issues concerning self-regulation in EFL listening research are briefly discussed, and implications are offered.

Keywords: Listening skill, Self-regulatory Listening Strategy, Construct Validity, Confirmatory and Exploratory Factor Analysis, EFL.

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