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Appendix 1

LISTENING SKILL STRATEGIES OF AUTONOMOUS LEARNING IN THE 21<sup>ST</sup> CENTURY

No	Reference	Content	Dimension		
			Cognitive	Meta-cognitive	Social/Affective
1.	<b>Understanding learner autonomy through cognitive, metacognitive and social strategies used by English language learners in a computer-based classroom by Koc &amp; Koc (2016)</b>	According to O'Malley and Chamot (1990), there are three main strategies in learning listening autonomously: 1) Metacognitive strategies involve thinking about the learning process which includes planning, monitoring, evaluating and problem solving. 2) Cognitive strategies involve analyzing and synthesizing information. 3) Social-affective strategies involve collaborating and noticing socio-cultural factors.	√	√	√
		The most frequently used metacognitive strategies were: 4) Saving the address of a good Internet site for studying English 5) Finding materials on the Internet that is at or near the students' levels 6) Finding out how to better learn English from the computer and checking if their work is correct or how well they had done.		√	
		The most frequently used cognitive strategies were: • While listening, the learners listen for important key words that carry meaning. • The learners listen to the same things more than once to understand more. • When listening or watch the movie in English, they are watching it	√		

		twice: once with English subtitle and once with subtitle in their language, in order to understand more.			
		The most frequently used social/affective strategies were: <ul style="list-style-type: none"> <li>• Learning with others (group work, live chat, etc).</li> <li>• Discussing with others to solve the listening problem.</li> <li>• Doing a listening practice together with other learners.</li> </ul>			√

No	Reference	Content	Dimension		
			Cognitive	Meta-cognitive	Social/Affective
2.	<b>Listening learning strategies employed by English majors at the Saigon International University by Nha &amp; Dung (2020)</b>	<p>1) Cognitive strategy is considered a problem-solving technique that learners use to cope with the learning activities and make the process of acquiring the knowledge easier (p.22). There are some sub-strategies of cognitive:</p> <ul style="list-style-type: none"> <li>• <i>Inferencing strategy</i> – the learners use the information to guess the meaning of the unfamiliar words associated with listening tasks or to support prediction based on co-contextual knowledge.</li> <li>• <i>Elaboration strategy</i> – the learners use their prior knowledge relating to the information obtained from the listening texts in order to fulfill the understanding.</li> <li>• <i>Note-taking strategy</i> – learners write down key words while listening.</li> <li>• <i>Summarization strategy</i> – learners try to recall or write a summary of the information about the listening text using the target language.</li> </ul> <p>Activities in cognitive strategies while listening:</p> <ul style="list-style-type: none"> <li>• Practicing listening using different kinds of input such as lectures,</li> </ul>	√		