CHAPTER FOUR

Research Methodology

Introduction:

Collection of data from second language learners is quite a difficult task because there are certain factors that always interfere in selecting and projecting the situations in which learners are expected to communicate or produce the type of language required for specific purpose. In this chapter this researcher will review some of the methodological strategies used in some previous studies and will try to choose the suitable one that can help in carrying out this study and fulfilling its aims.

Methods of eliciting communication strategies

The different perspectives on strategic competence projected diversity in the methodologies used in communication strategy research. This can be noticed in the different ways of eliciting the communication strategies from speech production of the subjects. From the existing literature we can observe two perspectives to communication strategy. The interactional approach supposed that the negotiation of meaning in an interaction between at least two interlocutors is the criterion that should be taken into account. Therefore the right way for collecting data related to communication strategies is through tasks that stimulate interaction between two interlocutors. On the other hand, Psychological approach focuses mainly on the processes involved in producing language rather than on the end product of those processes. However, Faerch and Kasper
claim that the choice of the strategy relates to the nature of the problem to be solved. Bialystok (1990)\(^2\) believes that the type of elicitation method is important in determining the strategies that will be observed. She explains that learners will adjust the way in which they approach a problem according to their perception of what is relevant. Here are some of the methods of elicitation that were reviewed by Wongsawang, (2001)\(^3\) and Bialystok (1990)\(^4\).

**Picture description**

Picture description is a common task that has been used in some communication strategy studies. Poulisse (1990 in Wongsawang, 20001)\(^5\) used this method in which the English learner participants were asked to describe what objects they saw, so that an English native speaker would be able to identify the object later when listening to recordings of the description. So far, this method is the best one and the easiest to be used for eliciting the communication strategy, but this method may also suffer from some shortcomings that may affect the identification of the strategic behavior. Some time the learners cannot predict what is required by them to do. This is always due to the fact that people differ in their way of reading the pictures. So, the picture to be presented should be clear and known to the learners otherwise the learner’s behavior will be affected by

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4. Bialystok, p. 50.
5. Wongsawang, p. 112.
the ambiguity of the objects to be addressed. Also the instructions of the researchers should be precise for the required task to avoid misunderstanding.

**Concept identification task**
This method has been used by Paribakht (1985)\textsuperscript{6} and Chen (1990)\textsuperscript{7}. It was called by Bialystok (1990)\textsuperscript{8} “word translation”. In this task, learners are given some lexical items that represent concrete as well as abstract concepts. The abstract concepts lack any visual clues that are expected to place heavy linguistic and cultural burden on the speakers than concrete concepts. Poulisse (1990\textsuperscript{9}, cited in Wongsawang)\textsuperscript{10} used abstract figure description instead of the lexical ones to increase the linguistic burden on the speaker. The abstract figure description task, in fact, is suitable to be used to compare between the use of communication strategies by the native and the non-native speaker. The shortcoming of concept identification task is the difficulty in verifying whether the concepts are not affected by the speaker’s modifications as a result of personal, educational, and cultural factors.

**Story-telling**
This method is called by Bialystok, (1990)\textsuperscript{11} ‘ narration’. Story-telling tasks have been used with varying procedures in the studies of

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\textsuperscript{8} Bialystok, p. 50.
\textsuperscript{11} Bialystok, p. 50.
communication strategies. In the study of Dechert (1983)\textsuperscript{12}, a story, represented in a cartoon of six scenes. The learners are asked to tell a story from the cartoon pictures without verbal information. In the study of Poulisse (1990, in Wongsawang, 2001)\textsuperscript{13} the participants are asked to retell in English a story read to them once in their first language. In both studies, the content of the stories was manipulated and controlled by the researchers to provide enough problematicity so that communication strategy could be elicited. Where as in Raupach’s (1983)\textsuperscript{14} study the story is presented to the students in a written form in their first language.

This type of tasks was used in this study to identify the communication strategies used by English major students of Taiz University. The task was chosen for its applicability and its suitability for the situation of Yemen due to cultural reasons. Also, it was preferred for it is possible for the learners to generate new ideas by elaborating the details of the story. The story used in this study was in a form of two pictures of a thirsty crow looking for water. The students were given a chance to create their own ideas beside the Arabic explanation, which was offered by the researcher. The Arabic explanation focused on the main elements of the story. They were:

1- a thirsty crow 2- looked for water 3- sat on a branch of a tree 4- saw a jar 5- half-filled 6- could not reach the water 7- saw pebbles near the jar 8- picked up pebbles and 9- dropped them into the jar 10- the level of the water rose high 11- drank. 12- flew away.

\textsuperscript{13} Wongsawang, p. 113.
Oral interview

"The most common instrument used to elicit communication strategies is oral interview and conversations"\(^{15}\). In my opinion, if the issues to be included in the interview are not planned by researcher and learners are not forced to communicate these issues this will initiate a kind of naturalistic environment for language production. In some cases the interviewer can plan the interview with no attention being paid to the learner. In Haastrup and Phillipson’s (1983)\(^{16}\) study, a conversation between Danish learners and native speakers is used. At the conversation, native speakers and the learners are given a list of topics that they can refer to if needed. Also Poulisse (1990, in Wongsawang, 2001)\(^{17}\) used oral interviews between participants, non-native speakers and a native speaker of English. Similarly to Haastrup and Phillipson, the topics of the interviews are determined beforehand to assure that unfamiliar concepts are included, forcing the participants to use communication strategies. According to Kasper & Kellerman (1997; in Wongsawang, 2001)\(^{18}\) the problem with this kind of elicitation is that communication strategy use is less likely to be found due to the fact that what the participants might say is less controlled by the experimenters.

Methods of eliciting learning strategies

Learning strategies research has produced some approaches of discovering the strategic behavior used by second language learners to

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\(^{17}\) Wongsawang, p.114.

\(^{18}\) ibid.
master a second language beside their mother tongue, but most of them are based on the characteristics of good language learner. The common instrument used for the purpose of eliciting the strategies of learning has been through questionnaire that is almost inspired from either psychology of learning or research on good language learners. The other common technique is observation. However, there are also other techniques that have been used by some researchers, which are not widely common, such as: structured interviews, diaries, dialogue journals, and verbal reports. McDonough (1999)\(^{19}\) has reviewed some of these methods and according to him none of the methods of collecting information about the strategic behavior of the learners is without problems and there is always a danger that method predetermines the kind of the obtained results.

**Questionnaire**

Most of the studies conducted in terms of learning strategies employed a set of questions based on previous experience, or previous studies based on observation to be answered by the targeted subjects. In fact, the most common and applicable one is that of Oxford (1990). It is called “SILL” which stands for *Strategy Inventory of Language Learning Strategies*. There are also other questionnaires that have been based on the classification of O’Malley and Chamot (1985).

**Observation**

Observing the behavior of learners while they are carrying out learning activity is one of the techniques used by some researchers. Chesterfield

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and Chesterfield (1986)\textsuperscript{20} used this technique with Spanish children learning English as a second language. With this technique they provided written field-notes on behavior of each child and audiotaped samples of classroom discourse. Data collection in each instance combined the strategies of time and event sampling, as each child is observed in specific activities (meal-time, small group, large group, independent play, seat work, recess, lunch and opening/dismissal) for the amount of time proportional to the percentage of time devoted to a particular activity in a day. Observation of each child is continued over a number of days until the total amount of observation time approximated that of a normal classroom day.

### Identifying communication strategies

Since there is no consensus on the nature of communication strategy, the identification of strategic behavior becomes more complicated. Let us survey the criteria suggested by some researchers such as Faerch and Kasper (1983), Bialystok (1990) and others.

Faerch and Kasper (1983)\textsuperscript{21} offer three types of performance features as evidence for strategic intervention: temporal variables, such as rate of articulation pauses, drawl and repeat. The second is self-repairs, such as false starts and new starts. The third one is speech slip, such as lapses and speech errors. The occurrence of temporal variables such as: unfilled and


filled pauses, lengthening of syllables, false starts and repetitions can shed some light on where interlanguage users experience planning problems and how they go about solving them by means of communication strategies.

Another criteria was proposed by Bhaskaran (1988, in Khanji; 1996) to identify and detect the communication strategies:

1. Noticeable deviant from the native speaker norm in the interlanguage syntax, word, choice or discourse pattern.
2. Apparent obvious desire on the part of the speaker to communicate meaning to listeners as indicated by overt or covert discourse cues.
3. Deviance and sometimes repetitive attempts to seek alternative ways, including repairs and appeals, to communicate and negotiate meaning.
4. Overt pausological, hesitational and other temporal features in the speakers’ communicative behavior.
5. Presence of paralinguistic and kinesics features both in lieu of and in support of linguistic inadequacy.

Furthermore, Bialystok (1990) suggested the conditions of the task for which it can be used to elicit the use of communication strategies.

“in order to elicit the use of communication strategies when appropriate target language vocabulary was lacking, a task had to be

designed to meet three criteria: it had to stimulate real communication exchange in which one of the interlocutors was a monolingual speaker of the target language, second the task had to provide an incentive for the learner to attempt to convey difficult information, and third it was necessary to have control over the items for which the communication strategies were to be examined"24.

Difficulties in analyzing communication strategies

Faerch and Kasper (1983) clarified the effect of the approach of defining communication strategies on the task of identifying communication strategies.

“One significant difference between the two definitions of communication strategies can be directly identified in performance data according to the interactional definition, where as this is not always the case with strategies defined on the basis of the psycholinguistic definition. In the later case, the analyst is forced to rely on indirect evidence to a very large extent”25

Although, they believe that temporal variables are essential to the analyst in analyzing performance data to get a direct and complete evidence about planning and execution of speech production, it is important “to be supplemented by other techniques for instance by introspection”26.

Alike, Raupach (1983) commented, “a satisfactory interpretation of those indicators often requires some introspective comments made by the learner on his own performance”27. Thus, without the interpretation of

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26 ibid., p. 235.
27 Raupach, p. 199.
those indicators from the part of the learner there will be confusion between errors and communication strategies. Sometimes the learner does not intend to use communication strategy rather he uses an accessible fossilized error.

Another problem may arise while differentiating repairs from communication strategy. In repairs the learner knows the word/phrase but for many reasons he uses the erroneous phrase/word then he remembers/pauses to use the correct one. However, this can occur inversely where the learner at the beginning uses the correct form then pauses to use the erroneous one. In my point of view, both cases can be considered strategic behavior, even if the result is unsuccessful communication, at the time that learner in both cases are not sure of correct form or function. This will lead us to confirm that the feature of ‘the gap in the linguistic knowledge of the learner is the main stimulus for using communication strategy. At time learner certainly does not know the correct form or function then the behavior cannot be considered a repair but it can be a communication strategy.

The third problem may arise from the difficulty to notice all types of the avoidance strategies. Where it is impossible to guess that the learner does not respond because he lacks linguistic knowledge. Avoidance can be mixed with less comprehension from the part of the learners. Sometimes, the learners stop speaking in a topic or a part of it, because there is no full knowledge about it rather than a lack of linguistic knowledge. This may increase the difficulty in dealing with unseen behavior. Ellis (1984)\textsuperscript{28} has attempted to overcome this problem by suggesting a procedure, “a
number of key information bits"[29], that identifies the relevant information expected to be produced by the learners. The missing of any of them is considered an avoidance strategy. From the point of view of this researcher this technique cannot be reliable because the inclusion of the information of the picture almost depends on the learner’s attention and his ability to read the required details of the image not on his linguistic knowledge.

The fourth problem arises from the strategic behavior that entails an appeal for assistance. This communication strategy has two versions, the first one is ‘a request for recalling a known but forgotten knowledge’ while the second one is ‘a request for missing knowledge’. Some of the researchers do not differentiate between these two types of behaviors. Faerch and Kasper (1983)[30] consider the retrieval strategy a separate communication strategy within the achievement strategies.

**Procedures of eliciting communication strategies**

Little (1996) differentiated between two types of communicative tasks: communicative task that requires immediate response and that requires a non-immediate response.

“The communicative tasks that require an immediate response are by definition reciprocal and almost oral. In the performance of such task, one typically depends on routinized, automatized plans, and strategic competence operates largely below the threshold of conscious awareness. In such tasks, one typically resorts to communication

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[29] ibid., p. 41.

strategies to make up for deficiencies in their communicative competence. On the other hand, communicative task that requires non-immediate response allows the foreign language learner time for intentional planning. Within the domain of reciprocal communication, intentional planning may entail assessing the linguistic requirement of the task, gathering additional linguistic resources, mentally rehearsing the interaction one is prepared for and trying to anticipate problems”.

In his argument, Little (1996)\textsuperscript{32} claimed that the immediate reciprocal task contributes indirectly to the development of the learner’s strategic competence, whereas, non-immediate and non-reciprocal task contributes directly to the development of learner’s strategic competence. Thus, this researcher used both types of task to collect data with regards to the use of communication strategies. In particular, the following procedures were followed for eliciting communication strategies:

1. Learners were asked individually to describe two pictures that formed a story, which was written by them in Arabic. They were given an oral explanation to the main elements of the story in Arabic.

2. The learners were asked to tell the story that they had created in English orally. The students of Education were given at least ten minutes for planning. The students of Arts were not given any time for planning.

3. The researcher read the Arabic version of each student before it was told in English.


\textsuperscript{32} ibid., p. 96.
4. The students of Education told the story to an assistant of the researcher and it was audio recorded. Each student of Arts told the story to a partner of his level, who did not know any thing about the story, and was asked to write the same told story latter on in Arabic.

5. The researcher listened to the story and asked the narrators questions related to the strategic use of some words, the student’s intentions, especially those that were not mentioned in the Arabic version.

**Model of analyzing communication strategies**

This researcher identified the strategies according to the model of Faerch and Kasper (1983). This model was followed because it gave the study a better understanding of the communicative behavior of the students. This model includes two main processes: achievement strategies and reduction strategies. Some of the subcategories were disregarded for not being available in the present data of this study and adopted some other categories from other models to accommodate the findings of this study.

**(I) Reduction strategies**

According to Faerch and Kasper this strategy is called for execution when there is a real challenge in learner’s interlanguage system for communicating his intention. The learner, in planning phase, is trying to set his goals but some times he feels that his linguistic resources are not at his disposal so he attempts to tackle the problem directly by altering his
goal in accordance with his linguistic ability (avoidance behavior). There are two types of reduction strategies:

1. **Formal reduction**: “in order to avoid producing non fluent or incorrect utterances by using insufficiently automatized or hypothetical rules items, learners may decide to communicate by means of a reduced system, focusing on stable rules and items which have become reasonably well automatized”\(^{33}\). Formal reduction “should not be taken to imply that a substantial reduction of the system takes place: what happens is that the language user in a specific communicative situation avoids using rules items which he has at his disposal, and which in a different communicative situation would be the most appropriate way of reaching his communicative goal”\(^{34}\). “All areas of IL system are susceptible to formal reduction”\(^{35}\). It is subclassified according to the source of problem:

   - **At the phonological level**: “it is not normally the case that learners can simply communicate by a reduced phonological system”\(^{36}\). Thus it is necessary to compensate the difficulty of avoiding using incorrect phonological items by using other achievement strategies such as “overgeneralization or borrowing a L1 phone”\(^{37}\).

   - **At the morphological level**: “it is similar to that at the phonological level where the grammatical morphemes are normally obligatory in particular linguistic context that

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\(^{34}\) ibid., pp. 39-40.
\(^{35}\) ibid., p. 41.
\(^{36}\) ibid.
\(^{37}\) ibid.
occurs in most communicative situations.” So the reduction at this level is often compensated for by the application of other achievement strategies such as substituting for the avoided morphological items syntactic or lexical items.

At the syntactic level: at this level, the learner’s decision to use a reduction strategy depends mainly on the optional or obligatory of the structure as he conceives it. If he uses reduction strategy with an obligatory structure it will result in either functional reduction or erroneous utterances. However, using reduction with optional structure by simply ignoring one rule and applying another one may result in a well-formed language. This type of reduction is difficult to detect and the application of the strategy only is shown through the overuse of particular structures.

At the lexical level: this type of reduction is very common among the learners of English. “It can be achieved by the application of reduction strategies (such topic avoidance) or achievement strategies (paraphrase).”

2. Functional reduction: “functional reduction can be employed if learners experience problems in the planning phase (due to insufficient linguistic resources) or in the execution phase (retrieval problems), and if their behavior in the actual situation is one of avoidance, rather than achievement. By adopting a functional reduction strategy the learner reduces his communicative goal in order to avoid the problem. Such reduction can attain the character of ‘global reduction’, affecting the global goals, or it can be

38 ibid.
39 ibid., p. 42.
restricted to one or more local goals ‘local reduction’. For obvious reasons, global reduction cannot occur as a result of retrieval problems’’. This reduction is subclassified into three:

- **Actional reduction**: this type of reduction is related to the “learner’s problem in performing a specific speech act”.

- **Modal reduction**: this type of reduction is related to problems in marking their utterances appropriately for the functions of the speech act.

- **Prepositional reduction**: this type of functional reduction is related to problems in the prepositional content. “It comprises strategies such as topic avoidance, message abandonment, and meaning replacement (semantic avoidance)”.

  **Topic avoidance** refers to the strategy of avoiding formulating goals that includes topics that are perceived as problematic to the learner from a linguistic point of view. In topic avoidance the learner says nothing at all about a given topic. “*It is used exclusively in connection with problems in the planning phase*”.

  **Message abandonment** is the halt that comes after the initiation of the speech when the learner faces a difficulty with a target language form or rule. In this strategy the learner ignores part of the topic and continues without an appeal for assistance. **Meaning replacement** is altering the initial goal to one that is easier to be carried out which falls within the intended prepositional content but referring to it by means of

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49 ibid., p. 43.
41 ibid.
42 ibid., p. 44.
43 ibid.
a more general expression. In semantic avoidance the learner says almost what he wants to say about a given topic.

(II) Achievement strategies

Achievement strategies include two types: compensatory strategies and retrieval strategies. They aim at solving problems in the planning phase due to the lack of linguistic resources. The retrieval strategies include five types: waiting for the term to appear, appealing to formal similarity, retrieval via semantic fields, searching via other languages, from learning situation, sensory procedures. The compensatory strategies include the following strategies:

1. Code switching:
   The learner used his first language when the interlocutor seems to share the same language or have some knowledge of it. "When code switching affects one word the strategy is referred to as borrowing".

2. Interlingual transfer:
   "Strategies of interlingual transfer result in a combination of linguistic features from the interlanguage and the first language. Interlingual transfer may not only involve the transfer of phonological, morphological, syntactical or lexical features of the interlanguage, but also may occur at the pragmatic and discourse level. If a lexical item is adjusted to IL phonology or morphology sometimes referred to as

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\(^{44}\) ibid., p. 46.
foreignizing, where as adjustment at the lexical level of the IL (e.g. translating compounds or idiomatic expressions from L1 verbatim into L2) is described as literal translation.\textsuperscript{45}

3. Inter-/ intralingual transfer:

“When the learner considers the L2 formally similar to his L1, strategies of inter- intralingual transfer may be applied. The result of the strategy is a generalization of the L1 rule, but the generalization is influenced by the properties of the corresponding L1 structures.”\textsuperscript{46}

4. Interlanguage based strategies:

“The learner has various possibilities for coping with communicative problem by using his IL system: he may”\textsuperscript{47}:

(i) \textit{generalize}: this can be found in interlanguage communication where the learner does not have to change his goal rather he uses a general term to mean the same idea he intends.

(ii) \textit{paraphrase}: “it can have the form of descriptions and circumlocutions. The learner focuses on the characteristic properties or functions of the intended referent. Paraphrase can be also an exemplification.”\textsuperscript{48}

\textsuperscript{45} ibid., pp. 46-47.
\textsuperscript{46} ibid., p. 47.
\textsuperscript{47} ibid.
\textsuperscript{48} ibid., p. 49.
(iii) **coin new words:** “a word coinage strategy involves the learner in a creative construction of a new LL word”\(^9\) exploiting the characteristics of the referents.

(iv) **restructure:** “a restructuring strategy is used whenever the learner realizes that he cannot complete a local plan which he has already begun so he develops an alternative local plan which enables him to communicate his intended message without reduction”\(^50\).

5. **Cooperative strategies:**
   When the learner feels that using his own strategies cannot solve the problems he signals the problem to his interlocutor attempting to get it solved by joint efforts.

**Procedures for eliciting the learning strategies**

This researcher has applied the questionnaire technique since it is the easiest and the widely used instrument to collect precise information about the use of learning strategies. Also, for economic reasons, observation needs a long of time to watch the behavior of the learners in real learning situations. Besides, observation is not possible for the subjects of this study since they are college students and they will not behave normally as long as their behaviors are watched. Here is a description of the questionnaire that was used in this study to elicit the learners’ learning strategies.

\(^{49}\) ibid., p. 50.

\(^{50}\) ibid.
Questionnaire of learning strategy

Questionnaire is a common instrument for collecting data through self-report. Regarding the types of the instrument for assessing the learning strategy use, there are two types: general and a task-based self-report. This study has chosen the former due to some reasons related the characteristics of the subjects (they are from different academic levels) and the aim of the investigation (seeking data of language learning in general, not on specific types of tasks).

SILL questionnaire (Oxford, 1990)

Most of the descriptive studies adopted the SILL as a data-collecting tool\(^\text{51}\). This questionnaire is a recent and comprehensive strategy list of Oxford (1990). It is an attempt to assess the use of strategies in learning a second and foreign language. It is composed of six categories involving fifty items. The main strategies are: A. affective, B. metacognitive, C. cognitive, D. social, E. memory, and F. compensation. Learners are required to complete it on a five-point scale ranging from “Never true of me to almost always true of me”.

A: Affective strategies:

They are the sorts of strategies that manage the learners’ emotions. They include lowering the anxiety, relaxing, rewarding oneself, encouraging, talking to others about oneself feelings, and etc.

**Description of affective strategies**

1) I try to relax whenever I feel afraid of using English.
2) I encourage myself to speak English even when I am afraid of making mistakes.
3) I give my self a reward or treat when I do well in English.
4) I notice if I am tense or nervous when I am studying or using English.
5) I write down my feeling in a language-learning diary.
6) I talk to some one else about how I feel when I am learning English.

**B. Cognitive strategies**

Learning activity requires learners to exploit all their available mental abilities for accomplishing it successfully. Activating all the mental processes for managing the learning processes are termed as cognitive strategies. Oxford (1990) divides cognitive strategies into four groups: practising, (such as repeating sounds or writing words, using the new word in various contexts, etc.); receiving and sending messages, (such as reading English newspapers, read stories, write letters or diaries in English, and etc.); analyzing and reasoning, (such as make a link between old word and the new one, finding a rule, dividing word to parts to find its meaning, and not using literal translation); and creating structure for input and out put( such as making a summary for all what I read).

**Description of cognitive strategies**

7) I say or write new English words several times.
8) I try to talk like native English speakers.
9) I practise the sounds of English.
10) I use the English words I know in different ways.
11) I start conversation in English.
12) I watch English language T.V. shows in English or go to the English movies spoken in English, listen to English Radio.
13) I read for pleasure in English.
14) I write notes, messages, letters, or reports in English.
15) I first skim an English passage (read over the passage quickly) then go back and read carefully.
16) I look for words in my native language that are similar to new words in English.
17) I try to find patterns in English.
18) I find the meaning of an English word by dividing into parts that I understand.
19) I try not to translate word-for-word.
20) I make summaries of information that I hear or read in English.

C. Social Strategies

When learning requires interaction, then learning with others is characterized by cooperation, asking questions, understanding cultural aspects of target language.

Description of social strategies
21) If I do not understand something in English, I ask the other person to slow down or say it again.
22) I ask English speakers to correct me when I talk
23) I practice English with others students
24) I ask for help from English speakers
25) I ask questions in English.
26) I try to learn about the culture of English speakers.
D. Memory strategies

Using memory in learning foreign language is essential for effective achievement. This kind of strategy includes using different techniques that lead to a more effective remembering.

**Description of memory strategies**

27) I think of relationship between what I already know and new things I learn in English.
28) I use new English words in a sentence so I can remember them.
29) I connect the sound of a new English word and an image or picture of the word to help me remember the word.
30) I remember a new English word by making a mental picture of a situation in which the word might be used.
31) I use rhymes to remember new English words.
32) I use flashcards to remember new English words.
33) I physically act out new English words.
34) I review English often.
35) I remember new English words or phrase by remembering their location on the page, on the board, or on a street sign.

E. Meta-cognitive strategies

It is an indirect learning strategy like social and affective learning strategies. They include techniques that enhance the language learning (non linguistics activities) through planning, organizing and discovering new experiences.

**Description of metacognitive strategies**

36) I try to find as many ways as I can to use English.
37) I notice my English mistakes and use that information to help me do better.
38) I pay attention when someone is speaking English.
39) I try to find out how to be better learner of English.
40) I plan my schedule so I will have enough time to study English.
41) I look for people I can talk to in English.
42) I look for opportunities to read as much as possible in English.
43) I have clear goals for improving my English skills.
44) I think about my progress in learning English.

F. Compensation strategies

Like cognitive and memory strategies, they include activities that mainly depend directly on using language. They have two categories: guessing intelligently in listening and reading and overcoming limitations in speaking and writing.

Description of compensation strategies
45) To understand unfamiliar English words, I make guesses.
46) I read English without looking up every new word.
47) I try to guess what the other person will say next in English.
48) When I cannot think of a word during a conversation in English, I use gestures.
49) I make up new words if I do not know the right ones in English.
50) If I cannot think of an English word, I use a word or phrase that means the same thing.