

The Study of Learning Strategies Used by Male/Female Monolingual and Bilingual Speakers as EFL Learners

Mohammad Bagher Shabani
shabani_m_b@yahoo.com

Saeed Najafi Sarem
s_najafisarem@yahoo.com

Ilam University

Abstract

This study was an attempt to investigate the learning strategy use of monolinguals and bilinguals in approaching English as a foreign language. It is also an attempt to compare the strategy use of male and female bilinguals. For this purpose, 30 Persian-speaking monolinguals (15 males and 15 females) and 30 Kurdish-Persian speaking bilinguals (15 males and 15 females) were selected from among Iranian EFL learners studying English Literature at Ilam State and Azad universities. They were asked to fill out Oxford's (1980, 1990) the Strategy Inventory for Language Learning (SILL). The result of the independent t-test revealed that there wasn't any significant difference between the two groups in their strategy use. The results of the chi-square test also indicated that there was not any significant difference in the strategy use for individual items between the two groups except for three items. After that, running the independent t-test showed that the difference between male and female bilinguals' strategy use was statistically significant in favor of male bilinguals. The use of separate t-tests for the six categories of the SILL indicated that the strategy use was again statistically significant in favor of male bilinguals. Then, the use of chi-square test showed that for 12 items on the SILL the difference between the strategy use of male and female bilinguals was statistically significant in favor of males.

Keywords: Language Learning Strategies (LLS), Monolingual, Bilingual

1. Introduction

Learning foreign languages has always been a concern for human beings throughout the history. Accordingly, a lot of studies have been done on the nature of language, language teaching, and language learning. Up to the 1970s, language teaching and the teacher-centered methodology were dominant and less attention was paid to language learning and the role of

learners themselves. But, since the 1970s, the shift of focus in language education from teaching to learning has created an explosion of research aimed at investigating learner characteristics and language acquisition. One of these characteristics which has enjoyed notable attention is the learning strategies employed by the learner in the process of acquiring a second or foreign language.

Studies on language learning strategies have shown that appropriate language learning strategies (LLS) are useful in the development of communicative competence, improved proficiency and learner autonomy (Oxford & Crookall, 1988, 1989; Oxford, 1990). The important part they play in second language acquisition (SLA) has been noted by many SLA researchers. Skehan (1989) considered language learning strategies as one of the most important factors accounting for individual differences in language learning. Both Ellis (1985) and McLaughlin (1987) included language learning strategies as one of three processes, along with production and communication strategies, in their models of SLA.

After mentioning the different terms used for strategies, Oxford and Crookall (1989) concluded: "No matter what they are called, strategies make learning more efficient and effective"(p. 404).

Furthermore, the assumption that successful learners differ to some extent in the particular sets of cognitive processes and behaviors which account, partly, for their success (Wenden & Rubin, 1987; Oxford & Nyikson, 1989; Cook, 1991), stirred the interest of some researchers in cognitive psychology in expert versus novice systems, i.e., systems of experienced and inexperienced learners. One focus of research has been that of the identification of the strategies used by good learners in general (Prudie & Oliver, 1999), because this is in line with the assumption that once the strategies of good language learners are identified, they can be made available through teaching to less successful learners to help them learn a second or foreign language more effectively (Hosenfeld, 1979).

From another perspective, as Wardhaugh (1998) notes in this world speaking more than one language is just a normal requirement of the daily life and it's not easy to find pure monolinguals. Accordingly some researchers are studying bilingualism and multilingualism. Some claimed that people with multiple language skills are individuals with 'notable facility' in language learning (Rubin, 1975; Stern, 1975; Ramsay, 1980); others believe that bilingualism and multilingualism enjoy cognitive advantages (e.g., Hames & Blance, 1989; Taylor & Taylor, 1990). These and some other assumptions led to studies investigating the relationship between bilingualism and various factors like intelligence, cognitive development, learning styles and strategies.

2. Review of Literature

2.1. Language Learning Strategies (LLS)

With the emergence of cognitive psychology which assigned an active role of processing to human brain in learning, learners who were previously viewed as passive imitators of teacher's model and whose initiative was discouraged took on an ever-increasing importance. Researchers in different fields began to investigate various characteristics of learners and, in particular, learning strategies received notable attention. More specifically, the field of foreign/second language teaching became familiar with the concept of language learning strategies through the work of Rubin (1975). Since then a lot of researches have focused on shedding light on different aspects of language learning strategies. Oxford (1990) defines learning strategies as "specifications taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations". Cook (2001) defines learning strategy as "a choice that learner makes while learning or using the second language that affects learning" (p. 80). Gu (2003) puts language learning strategies as "a series of actions learner takes to facilitate completion of a learning task"(p. 64). Cohen

also defines language learning strategies as "the conscious thoughts and behaviors used by learners with explicit goal of improving their knowledge of a target language" (p. 68). Finally, Griffiths (2007) defines language learning strategies as activities consciously chosen by learners for the purpose of regulating their own language learning.

As far as the classification of LLS is concerned, much of the earlier research, mostly in the 1970s, concentrated on compiling inventories of the learning strategies that learners were observed to use or reported to use. Rubin (1981) identified three kinds of strategies which contribute directly or indirectly to language learning: learning strategies, communication strategies, and social strategies. O'Malley et al. (1985) divided LLS into three main categories: metacognitive, cognitive, and socio-affective strategies. In Oxford (1990) a distinction is made between direct and indirect strategies. The former consists of 'strategies that directly involve the target language' in the sense that they 'require mental processing of the language' (p. 37), while the latter 'provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means' (p. 151). Direct strategies involve memory, cognitive, and compensation strategies; and indirect strategies include three subcategories of metacognitive, affective, and social strategies. Cohen (1998) differentiates language learning strategies according to whether they are cognitive, metacognitive, affective, or social. Cognitive strategies deal with identification, grouping, retention, and storage of language material. Metacognitive strategies encompass the strategies of pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities. Affective strategies contribute to the regulation of emotions, motivation, and attitudes. Finally, social strategies focus on the learner's interaction with other learners and with native speakers. Oxford's classification has been selected for this study which is fully discussed in section 3.

2.2. Bilingualism and Strategy Use

Although there is much anecdotal evidence that people who have previously learned many languages are better at language learning than are linguistically naïve subjects, there is very little empirical research on this topic (Nayak, et al., 1990). People with multiple language skills have been generally assumed to be individuals with "notable facility" in language learning (Rubin, 1975; Stern, 1975; Ramsay 1980). As Ramsay (1980) put it, such expectations are based upon the hypothesis that when learning a new language, adults will "approach tasks with strategies and behavior that they consider productive, and these strategies will be drawn from past experience" (p. 90). Nation & McLaughlin (1986) suggested multilingual subjects "habitually exert more processing effort in making sense of verbal stimuli" (p. 52) than do monolingual subjects, and this can account for the superior performance of bilinguals.

Nayak, et al. (1990) studied a group of monolingual and multilingual subjects learning a miniature linguistic system to compare their language learning strategies. In learning the vocabulary of the artificial linguistic system, no difference was found between monolinguals and multilinguals. But multilingual subjects performed better than monolingual subjects in learning the rules for syntax when instructed that such rules existed, as well as in syntax tasks. Multilingual subjects were also more capable of structuring their strategies to the task, and used a wider variety of different strategies "... one reason for the superior performance of the multilingual subjects is a greater flexibility in switching strategies" (p. 242).

Using Oxford's 80-item Strategy Inventory for Language Learning (SILL), Wharton (2000) examined language learning strategy use of bilingual foreign language learners in Singapore. In this study, subjects who were all bilingual reported a greater use of social strategies, but

less frequent use of affective strategies on the SILL. Then he explains: "Perhaps bilinguals' use of social strategies, for example, has been reinforced by previous success at acquiring or learning other languages" (p. 230)

The point which is common among all of the studies directly related to LLS is that they have been conducted mostly in the area of monolingualism. Due to the fact that a great proportion of the world's population consists of bilinguals, there is a need to conduct studies which aim at exploring the relationship between language learning strategies and bilingualism. Considering this fact that a remarkable percentage of Iranian population is made up of bilinguals, the current study is an attempt to investigate the relationship between bilingualism and strategy use in approaching English as a foreign language. At a lower level, the present research tries to determine the impact of gender as a major factor in the strategy use of Iranian bilingual Kurdish-Persian speaking EFL learners. Another peculiar characteristic of this investigation which distinguishes it from the previous ones is its comparative nature in comparing the strategy use of bilinguals and monolinguals.

2.3. Statement of the Problem

It has been reported that language learners use various strategies in learning a second or foreign language. And a lot of research has been done on the use of language learning strategies (LLS) in EFL/ESL contexts. Most of these studies have demonstrated that awareness of such strategies and direct instruction on using them can improve learning a second or foreign language. However, few studies have explored the relationship between being a monolingual or bilingual EFL learner and the use of language learning strategies. Thus, the current study is an attempt to investigate if there is any difference between the LLS used by monolingual Persian-speaking and bilingual Kurdish-Persian speaking EFL learners. Accordingly, this study tries to answer the following questions

2.4. Research Questions

1. Is there any significant difference between the monolingual & bilingual EFL learners in their use of language learning strategies?
2. Is there any significant difference between the male & female bilinguals in their use of language learning strategies?

2.5. Research Hypotheses

Based on the two research questions mentioned above, two null hypotheses are proposed:

1. There is no significant difference between the monolingual & bilingual EFL learners in their use of language learning strategies?
2. There is no significant difference between the male & female bilinguals in their use of language learning strategies?

3. Methodology

3.1. Participants

A total of 203 Iranian university students who were learning English as a foreign language participated in this study. They were all majoring in English Literature in Ilam State and Azad universities. Sixty participants who had the necessary requirements of the current study (i.e., age range, sex and language) were selected. Of these 60 participants, taking the linguistic background, 30 (15 males, 15 females) were Persian-speaking monolinguals and 30 (15 males, 15 females) were Kurdish-Persian-speaking bilinguals who were selected based on

stratified sampling. To have more homogeneous groups, just junior and senior students were selected. The age of participants was also controlled for they were all 20-25 years old.

3.2. Instrumentation

In the present study, the Strategy Inventory for Language Learning (SILL), which is a likert-type measure, was used to elicit information from participants. This questionnaire, developed by Oxford (1989, 1990), has two versions: an 80-item version for English speakers learning a foreign language, and a 50-item version for learners of English as a second or foreign language. The SILL's reliability, as reported by Oxford & Ehrman (1995), is ordinarily in the range of 0.90s. The 50-item version has strong predictive and concurrent validity as related to language performance and sensory performance (Borzabadi, 2000). This self-report survey asks students to react to a series of strategy descriptions in terms of how often they use the strategies (always or almost always, generally, sometimes, generally not, never or almost never).

The 50-item version of SILL, used in this study, comprises six parts as below:

- Part A: Memory strategies (9 items)
- Part B: Cognitive strategies (14 items)
- Part C: Compensation strategies (6 items)
- Part D: Metacognitive strategies (9 items)
- Part E: Affective strategies (6 items)
- Part F: Social strategies (6 items)

The Persian translation of SILL by Borzabadi (2000) was used in this study. The researcher used this translated version of SILL for two reasons. First, answering a 50-item questionnaire in English may be time-consuming and embarrassing for respondents whose mother tongue is a language other than English, and a translated version can put them at ease. Second, a good translation can eliminate many of the possible ambiguities.

3.3. Procedure and Data Collection

As mentioned earlier, the participants in this study were all undergraduate students of EFL in Ilam State and Azad Universities. Most of the participants were Kurdish-Persian-speaking bilinguals or Persian-speaking monolinguals, but there were also some Turkish-Persian, Arabic-Persian, and Lori-Persian speaking students in this investigation. They filled out Oxford's (1989, 1990) Strategy Inventory for Language Learning (SILL) along with a background questionnaire concerning their sex, linguistic background, age, major, the language usually used at home, and the language usually used with friends. This background questionnaire helped us to have a better picture of participants. Sixty participants who had the necessary requirements for the current study were selected, and other learners were dropped out from the study.

The participants were asked to mark one of these choices showing the frequency with which they used each strategy, and in this way revealing how they learned the English language practically. The questionnaire administration took approximately 30 minutes. Quantitative data analyses were obtained using SPSS (version 16), and the following statistical operations were calculated:

1. Descriptive statistics, including means, standard deviations, standard error of means, and percentages to summarize the learner responses.
2. Independent t-tests in order to compare the groups in their overall strategy use and also in each of the six parts of the questionnaire.
3. Chi-square tests in order to compare the use of individual items.

4. Results and Discussions

After the gathered data of the questionnaires were changed into interval data by assigning a scale from 1 to 5 to the five scales on the questionnaires, the SPSS program (version 16) was used in order to see if there was any significant difference between the strategies used by Persian-speaking monolinguals and Kurdish-Persian speaking bilinguals. The descriptive statistics for the monolingual and bilingual participants can be seen in the following table:

Table.1. Descriptive statistics of monolinguals and bilinguals

Language	N	Mean	Std. Deviation	Std. Error Mean
Monolingual	30	172.6000	21.61513	3.94636
Bilingual	30	164.7667	28.14701	5.13892

As seen in the table 1 above, the means of the two groups are very close and so are the standard deviations and the standard error of means. As can be seen a small difference can be observed between the two groups in favor of the monolingual group. Because the two groups here are independent from each other, an independent t-test was used in order to see if such a difference between the means of the two groups is statistically significant or not.

The obtained value for t with 58 degrees of freedom at 0.05 level of significance is 1.209. Because this value is smaller than the critical value for t ($1.209 < 2.00$), the first null-hypothesis is not rejected and it can be concluded that in general, there is no significant difference between the strategy use of monolinguals and bilinguals.

To be more careful that there is not a significant difference between the strategy use of Persian-speaking monolinguals and Kurdish-Persian-speaking bilinguals, the researcher went through comparing them in each of the six parts of the SILL.

Figure 1 graphically shows the mean for the strategy use of monolingual and bilinguals regarding the six parts of the SILL.

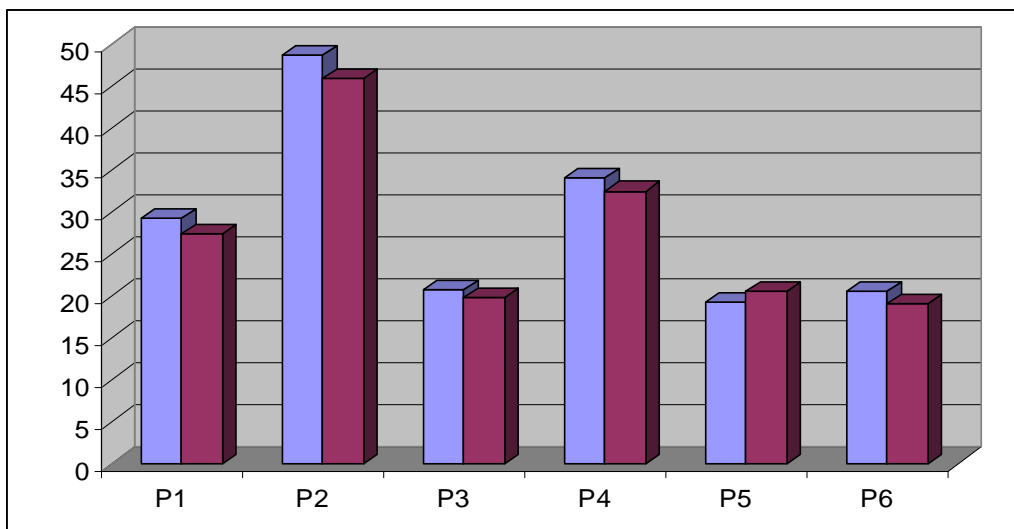


Figure 1 Monolinguals and bilinguals' use of each category of strategies

Finally, the chi-square test was utilized in order to compare the use of individual items across the two groups of monolingual and bilingual Iranian EFL learners. The differences between the two groups for most of the items were not significant, that is, the strategy use was the same for the two groups as far as the individual items were concerned, except for the 3 items. See the following table.

Table 2 Chi-square results for monolinguals and bilinguals

Category	Item	Observed x^2	
Memory	(1) I think of relationships between what I already know and new things I learn in English.	10.20	M>B
Cognitive	(16) I read for pleasure in English.	9.72	M>B
Social	(49) I ask questions in English.	11.14	M>B

M= Monolingual
B= Bilingual

Critical Value of $x^2 = 5.99$, $P < .050$

The second null hypothesis of the study concerns the strategy use of male and female Kurdish-Persian speaking bilinguals. Table 3 shows the descriptive statistics for the male and female bilinguals.

Table 3 Descriptive statistics of male and female bilinguals

Sex	N	Mean	Std. Deviation	Std. Error Mean
Male	15	176.2000	25.03769	6.46470
Female	15	153.3333	27.09419	6.9956

Apparently, there is a difference between the strategy use of male and female bilinguals in favor of the male learners. But, in order to make sure that such a difference is statistically significant or not an independent t-test was used. Table 4.7. Shows the results.

The obtained t-value with 28 degrees of freedom at the .05 level of significance is 2.401. This value is greater than the critical value for t, therefore the second null hypothesis is rejected and we can conclude that there is a significant difference between the strategy use of male and female Kurdish-Persian speaking bilinguals in favor of the male learners.

Again to be more accurate, separate t-tests were used for each part of the questionnaire to see if there is any significant difference between male and female bilinguals with regard to the strategy use.

Table 4- T-test results for the six categories of SILL

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig.(tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
P1 Equal variances assumed	1.506	.230	2.182	28	.038	3.7333	1.7112	.2280	7.2386
Equal variances not assumed			2.182	27.158	.038	3.7333	1.7112	.2231	7.2435
P2 Equal variances assumed	1.062	.312	2.939	28	.007	8.2666	2.8126	2.5051	14.0281
Equal variances not assumed			2.939	26.382	.007	8.2666	2.8126	2.4892	14.0441
P3 Equal variances assumed	2.378	.134	-.125	28	.902	-.2000	1.6051	-3.4880	3.0880
Equal variances not assumed			-.125	25.686	.902	-.2000	1.6051	-3.5014	3.1014
P4 Equal variances assumed	1.928	.176	2.212	28	.035	6.0666	2.7424	.4489	11.6844
Equal variances not assumed			2.212	25.915	.036	6.0666	2.7424	.4284	11.7048
P5 Equal variances assumed	.035	.853	.214	28	.832	.6000	2.8070	-5.1499	6.3499
Equal variances Not assumed			.214	25.685	.832	.6000	2.8070	-5.1733	6.3733
P6 Equal variances assumed	.691	.411	1.841	28	.076	3.2000	1.7384	-.3610	6.7610
Equal variances Not assumed			1.841	25.580	.077	3.2000	1.7384	-.3763	6.7763

As it is shown in the table 4, the differences between the strategy use of male and female bilinguals is meaningful for P1, P2, P4 but not for P6, because except for part 6 the observed t-values for parts 1, 2, and 4 are greater than the critical value for t which is 2.00 at .05 level of significance with 28 degrees of freedom. In other words male bilinguals have used more memory, cognitive, and metacognitive strategies compared with female bilinguals. But there is no significant difference between male and female bilinguals with regard to the compensation, affective and social strategy use.

Figure 2 can help us to have a better understanding of the strategy use of male and female bilinguals with regard to each of the six categories of SILL. As can be seen, for all of the six categories except for P3, male bilinguals have used more strategies than female bilinguals.

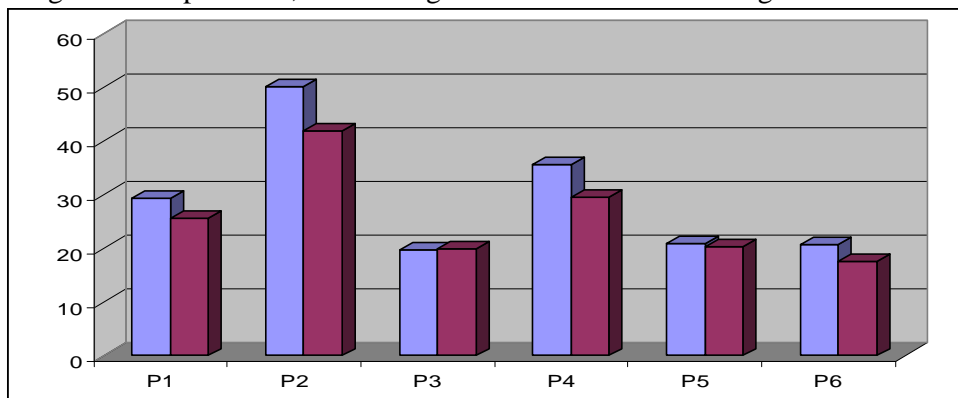


Figure 2 Male and female bilinguals' use of each category of strategies

Finally, chi-square test was used to check the differences in individual strategy use between male and female bilinguals. Chi-square tests revealed that the differences between the two groups were significant for 12 items. These items included three memory strategies (items 1, 2, 6), four cognitive strategies (items 12, 17, 21, 23), three metacognitive strategies (items 31, 34, 36), and two social strategies (items 47, 49). All of these strategies were used by males more than females. Cognitive strategies and metacognitive strategies were the two groups which had the greatest number of meaningful differences. And the number of cognitive strategies which were used differently was more than other five categories. Table 5 represents these items for which differences of male and female bilinguals were statistically significant.

Table 5 Chi-square results for male and female bilinguals

Category	Item	Observed χ^2	
Memory	(1) I think of relationships between what I already know and new things I learn in English.	9.08	M>B
Memory	(2) I use new English words in a sentence so I can remember them.	6.16	M> F
Memory	(6) I use flashcards to remember not English words.	7.7	M> F
Cognitive	(12) I practice the sounds of English.	6.64	M> F
Cognitive	(17) I write notes, messages, letters or reports in English.	10.76	M> F
Cognitive	(21) I find the meaning of an English word by dividing it into parts that I understand.	9.31	M> F
Cognitive	(23) I make summaries of information that I hear or read in English.	10.92	M> F
Metacognitive	(31) I notice my English mistakes and use that information to help me do better.	7.76	M>
F			
Metacognitive	(34) I plan my schedule so I will have enough time to study English.	7.88	M> F

Metacognitive (36)	I look for opportunities to read as much as possible in English.	13.46	M> F
Social	(47) I practice English with other students.	6.84	M> F
Social	(49) I ask questions in English.	10.94	M>B

M= Male bilinguals

Critical Value of $\chi^2 = 5.99, P < .050$

F= Female bilingual

5. Conclusions

This study, which was comparative in nature, aimed at investigating the language learning strategies of Iranian Persian-speaking monolinguals and Kurdish-Persian-speaking bilinguals and comparing their use of learning strategies. Furthermore, it was an attempt to shed light on the variation of language learning strategies (LLS) among male and female Kurdish-Persian-speaking bilinguals. The examination of the results indicated that there was not any significant difference between monolinguals and bilinguals at their overall strategy use. At the specific item level, the difference in the strategy use between monolinguals and bilinguals was only significant for three items of the SILL. Item 1 (I think of relationships between what I already know and new things I learn in English.) which is a memory strategy, and item 16 (I read for pleasure in English.) which is a cognitive strategy and item 49 (I ask questions in English.) which is a social strategy, were all used significantly more by monolinguals. The use of item 1 by monolinguals may indicate that they have a more coherent cognitive structure and a better tendency for meaningful learning because they try to relate the new language information with the previously learnt linguistic information in the long-term memory. It also can be argued that monolinguals have a more coherent and effective memory due to the use of only one language for storing and restructuring information in their memories compared with bilinguals who retain information in two languages. The use of item 16 by monolinguals may imply that they are more interested in learning a foreign language through fun and for the sake of pleasure of understanding and comprehending the other language. In other words monolinguals try to improve their foreign language learning through extensive reading. Item 49, which is a social strategy, was also used by monolinguals more than bilinguals indicating that monolinguals have more social interaction with others. The second null hypothesis which aimed at comparing the language learning strategies of male and female bilinguals was rejected. In fact it was found that male bilinguals use more strategies than female bilinguals. This conclusion was strengthened when it was found that, also, at the at the specific-item level, 12 strategies (3 memory, 4 cognitive, 3 metacognitive, and 2 social strategies) were used more by male bilinguals than female ones. Generally speaking, from this finding, the following concluding remarks can be drawn.

1. Male bilinguals, as it has been reported in the literature about the differences between male and female language learners, have more memory, cognitive, and metacognitive abilities.
2. There are some negative cultural and social attitudes toward female language learners. In addition, the opinion of the society toward female's language learning is more negative in religious and traditional eastern countries like Iran and it is generally assumed that women need a foreign language less than men. Consequently, these factors decrease women's intrinsic and extrinsic motivation for learning a foreign language
3. Male bilinguals make use of linguistic context, previous linguistic knowledge, schemata, and meaningful learning more than female bilinguals. Accordingly, they can retain, store, restructure, and learn language chunks better than female language learners.

4. Males can organize, analyze, and categorize linguistic knowledge better and consequently they can process more effectively both when comprehending and producing language. The greatest differences between the strategy use of male and female bilinguals were found in the use of cognitive strategies. As previously was mentioned, social and cultural attitudes can be the causes for such a belief that females have inferior cognitive abilities.

5. Males have more opportunities for interpersonal relationships than females in Iranian EFL context both in the classroom and outside the classroom.

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Appendix A

Oxford's (1990b) Strategy Inventory for Language Learning (SILL)

Part A

1. I think of relationship between what I already know and new things I learn in English
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

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

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I play attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well I English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.