Direct Language Learning Strategies
in EFL

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Abstract

This present study was designed to investigate the impact of using direct language learning strategies on long term and short term (LT and ST for short) of vocabulary retention of non-specialist EFL learners in Iraq. A total of 60 Iraqi male non-specialist EFL learner's college between the ages of 19 and 21participated in the study. The data were collected using a questionnaire (five-point rating) from Oxford's (1990) the Strategy Inventory for the Language Learning (SILL for short / version7). To identify the strategies used, the information gathered was analyzed using descriptive statistics of means, frequency and standard deviation. In direct language learning strategies (DLLS for short) study, the (t-test) has been used to examine the learners ' performance of vocabulary retention in LT and ST. On the other hand, One-way between groups (ANOVA) with post-hoc comparison test was used to investigate the differences between LT and ST of the vocabulary retention by using the subcategories of direct language learning strategies. The outcomes showed that the learners' strategy uses ST more out weights than LT of vocabulary retention. According to the outcomes, the most used (in both long term and short term) was (memory) strategies and followed by (compensation and cognitive) strategies. In the light of the results obtained, a number of pedagogical implications and suggestions were presented.

Key Words: Language Learning Strategies, long and short term vocabulary retention, DLLS.

ستراتيجيات تعلم اللغة المباشرة

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المستخلص:

ان الدراسة الحالية قد تم تصميمها لمعرفة تأثير استخدام استراتيجيات تعلم اللغة المباشرة على المدى الطويل والقصير للاحتفاظ بالمفردات لمتعلمي اللغة الإنجليزية كلغة أجنبية غير المتخصصين في العراق. وقد شارك ما مجموعه ٦٠ طالب كلية من الذكور العراقيين غير المتخصصين باللغة الإنجليزية والذين تتراوح أعمارهم بين ١٩ و ٢١ في هذه الدراسة. تم جمع البيانات باستخدام استبيان (تصنيف من خمس نقاط) لاستراتيجية أكسفورد (١٩٩٠) لتعلم الانكليزية لُغةً اجنبية. وقد تم تحليل البيانات التي جمعت باستعمال الوسائل الاحصائية، ومنها الوسط الحسابي والتكرار والانحراف المعياري لتحديد الاستراتيجيات المستخدمة.

تم استخدام اختبار (t-test) لفحص أداء المتعلمين استراتيجيات تعلم اللغة المباشرة على المدى الطويل والقصير للاحتفاظ بالمفردات لمتعلمي الإنجليزية لغةَ أجنبية. من ناحية أخرى، تم استعمال طريقة أحادية الاتجاه بين المجموعات (ANOVA) مع اختبار مقارنات بين المجموعات الفئات الفرعية لاستراتيجيات تعلم اللغة المباشرة على المدى الطويل والقصير للاحتفاظ بالمفردات لمتعلمي اللغة الإنجليزية. وأظهرت النتائج أن استراتيجية المتعلمين الذين يستعملون المدى القصير هي اكثر تفوقا وفاعلية من المتعلمين الذين يستعملون المدى الطويل للاحتفاظ بالمفردات، وعلى وفق النتائج؛ كانت أكثر الاستراتيجيات المستخدمة (الذاكرة) على المدى الطويل والقصير متبوعة باستراتيجيات (التعويض والمعرفة). وفي هدي النتائج أيضًا، تم تقديم عدد من التوصيات والاقتراحات التربوية.

1. Introduction

Over the last twenty-five years, Strategies for language acquisition play an significant role in acquiring the second and/or foreign languages and the emphasis has shifted from the teacher to the learner (e.g., Chamot & kupper 1989; Lessard-Clouston 1997; Lee 1994; Oxford 1993). Language learning strategies studies have continued the "good language learner" strategies by Rubin (1975) and Stern (1975). Rubin (1975) indicates that "Good language learners are willing and accurate guessers; have a strong drive to communicate; are often uninhibited; are willing to make mistakes; focus on form by looking for patterns and analyzing; take advantage of all practice opportunities; monitor their speech as well as that of others; and pay attention to meaning" (p. 43).

Learning strategies are any set of plans, specific activities, techniques, habits, ideas or behaviors applied by the learners to facilitate the understanding, acquisition, receiving and use of knowledge (Rubin, 1987; O'Malley and Chamot, 1990). Therefore, it is aim-oriented to employ strategies of any sort. In order to know and use language, Language learning strategies dealing with learners' mental and communicative procedures apply (Phillips, 1991). Some strategies employ individually; whereas others will contain the participant of other people. Additionally, most educators begin to understand the effect that learning strategies can have on second and/or foreign language (Chamot, 2005; O'Malley & Chamot, 1985; Dansereau, 1985).

1.1. The Problem and Its Significance

Learning English as a foreign Language constitutes a critical role in Iraq intermediate, secondary and college curricula. Indeed, in the non-specialist colleges EFL learning, and furthermore l, English class includes only one to two hours a week.
Practically speaking, they have some obstacles on the way to learning English, some of them, most students are not trained to reach the preferred level of English skills; they lose self-confidence in their English proficiency. Therefore, the colleges have embraced the requirements that their graduates must exhibit English proficiency in order to improve student English proficiency. Appropriately, how to help the English language learning undergraduates has become a major issue. Along these lines, the researchers hope that a strategy for language learning plays a critical role in L2 / FL learning. In addition, for Iraq University students, this issue has never been surveyed. Knowing the students' needs and

attempting to be acknowledged by them may help create a sincerely positive and academically beneficial environment in the classroom. Also, the researchers hope that the insights into Iraq's non-specialist colleges of English learning strategies used by EFL learners will provide experts and instructors with information on how to help students use language learning strategies.

1.2. Aims of the Study

The aims of this present study are:
1. To identify the frequency of direct language learning strategies used by non- specialist EFL male learners.
2. To investigate the impact of using direct language learning strategies and subcategories on LT and ST of vocabulary retention by non-specialist EFL male learners.

1.3. Research Questions

This study attempts to answer the following questions:
1. What are the most frequently used direct strategies of language learning by learners?
2. Does direct strategies of language learning influence on non-specialist EFL male learners' retention of vocabulary (LT and ST)?
3. Does direct subcategories strategies of language learning influence on non-specialist EFL male learners' retention of vocabulary (LT and ST)?

4. 2. Literature review
2.1 Direct Language learning strategies

There are various definitions of language learning strategies given by various researchers and scholars. One of them, Oxford (1989) defines language learning strategies as explicit actions made by the students to make learning simpler, quicker, more enjoyable, more productive and more transferable to a new situation.

Schemeck (1988) indicated that **"Strategy is the implementation of a set of procedures (tactics) for accomplishing something and learning strategy is a sequence of procedures for accomplishing learning"** (p.5). Chamot (1987) maintains that "Learning strategies are techniques that students take in order to facilitate the learning and recall of both linguistic and content area information" (p.71). Rubin (1981) stated that "Language learning strategies include any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information" (p.19).

Learning strategies are thought that students have and action that they can take to help their obtaining, remember new information, production,

and management of their language learning (Chamot, 1998; Schumaker, 1984).

According to definition of scholars and researchers, main characteristics of language learning strategy can be summarized as follower:

1. allow students to become more self-coordinated.
2. Can be performed in the L1and in the L2.
3. Expand teacher role.
4. Are problem-focused.
5. Many aspects of the learner involved, not just the cognitive one.
6. support learning both direct and indirect learning
7. can be behavioural and mental.
8. can be taught.
9. are flexible.
10. are typically chosen by the learner.
11. can be planned.
12. can be useful or deleterious, depending on how they are chosen and used.

Like the definitions, there are also various attempts to classify language learning strategies (e. g. stern, 1992; Chamot and O'Malley1990; Oxford, 1990). See figure (1) for more illustrates.

Oxford (1990)	Chamot & O'Malley (1990)	Stern (1992)
Metacognitive strategies	Metacognitive strategies	Management and planning strategies
Affective strategies	Social- affective strategies	Affective strategies
Social strategies		Interpersonal strategies
Cognitive strategies	Cognitive strategies	Cognitive strategies
Memory strategies		
Compensation strategies		

Figure (1): classify language learning strategies

According to Ellis (1994: 539), the Oxford taxonomy strategies of language learning is "the most comprehensive classification to date". Strategy divides into two type categories: direct and indirect. Direct strategies mean (working with the language itself (with target language) and consist of strategies for memory, cognitive, and compensation. In comparison, indirect strategies mean (general management of learning

(without target language) and consist of strategies for metacognitive, affective, and social (Beck, 2001). See figure (2) for more illustrates.
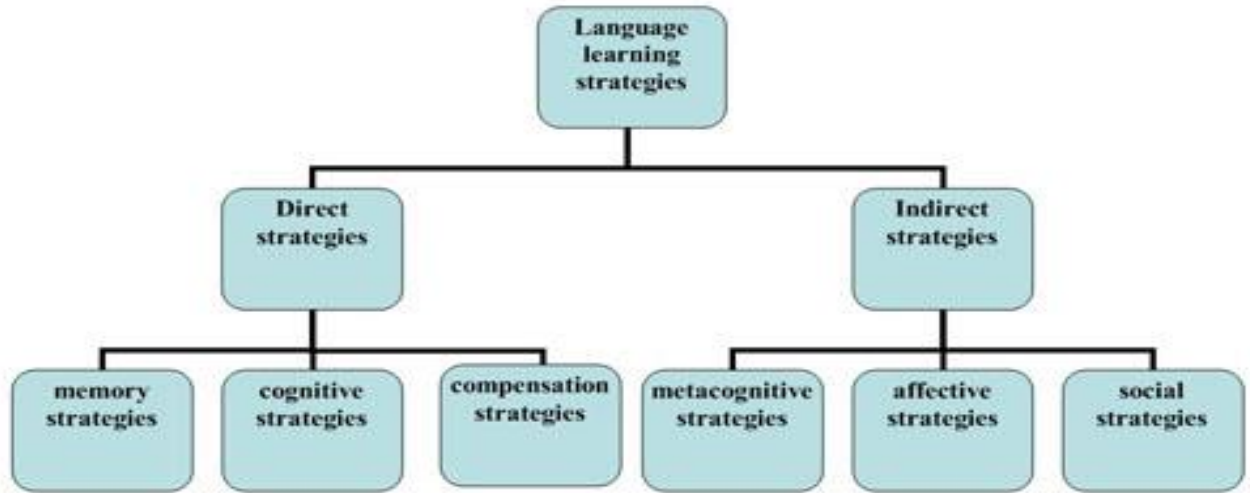

Figure (2): Oxford's taxonomy of language learning strategies

Oxford (1991:37) summarized direct language learning strategies as follows:

1. Memory strategies: are those used fame storage and retrieve aspects of the target language, such as images, structure reviewing, applying sound, using mechanical techniques.
2. Cognitive strategies: are used by learner to produce new language and to understand how it works, such as practicing and receiving and sending messages, analyzing, highlighting, summarizing, translating.
3. Compensation strategies: help learners to use language despite gaps in knowledge, such as guessing at words based on context, using gestures and limitations in speaking and writing.

3. Methodology
3.1. Participants

The participants of the present research were (60) Iraqi male non-specialist EFL learners in AL-Mustansirya university, college of Education, the mathematic department, between the ages of 19 and 21 for second- year learners' during the academic year 2018 / 2019.

The researcher was chosen this department of college because she taught them through LLS in the first and second Semester during the academic year 2018/ 2019 by (chamot, 1998) procedures in teaching learning strategies through instructional framework. This framework consists of five steps: Preparation (eliciting students' foregoing knowledge to use language learning strategies); Presentation (introduction new

learning to the class strategies); Practice (active implementation of strategies to language learning tasks); Evaluation (student self –assessment of the strategies practiced); and Expansion (regarding strategies taught to new contexts and tasks).

3.2. Instruments
3.2.1. Questionnaire of LLS

In resent year, the questionnaire has emerged " as one of the most widely used data-elicitation tools in LLS research" by Oxford and Burry-Stock (1995). According to Oxford and Crookall (1989), "Questionnaires have helped to generate a broad picture of strategy use across different learner populations and to establish relationships between various learner factors and learners' strategy use ".   Chamot (2004) identified that questionnaires are " the most frequent and efficient method for identifying students' learning strategies ".

In present study, the researcher chooses direct strategies. The Oxford's classification of direct language learning strategies was adopted by the researcher herself, to be suitable to Iraqi male learners to apply the direct LLS, i.e., memory, cognitive, and compensation , based on the literature overview of the language learning strategies, some researches look at the learning strategies in the EFL field, the researcher's personal experience in the university field of teaching English as a second / foreign language, and the views of some teachers on language learning strategies.

Thus, the researcher was used the questionnaire in present study as the instrument to gather information. This questionnaire includes two parts. First part consists of questions about the personal particulars of the participant. The second part of Oxford's   strategy Inventory on Language Learning (1990(SILL version7.0)) is adapted.

Also, the questionnaire of students includes was (30) items of direct strategies of (SILL) on a 5- point Likert - scale with response (1, 2, 3, 4, 5) from "never use it; rarely use it; sometimes use it; usually use it; always use it.'. This questionnaire is characterized by three sub-scales: items 1 to 9 of memory strategies, items 10 to 23 of cognitive strategies and items 24 to 30 of compensation strategies. See appendix (A). It is thought that a range of (3.5-5.0) on a SILL item indicates high use of the LLS, (2.5-3.4) medium use and (1.0-2.4) low use (Oxford, 1990).

3.2.2 Validity and Reliability of the test

In order to identify learners' performance on vocabulary retention, a test was designed by the researcher herself. The test consists of 80 items,

investigating vocabulary knowledge of the learner through LLS. Therefore, in order to determine face validity, these test items were presented to a jury of experts for evaluation. The jurors are asked to verify if the test items are acceptable, and to add or modify something in the test that is necessary.

However, the percentage of agreement of the jury members upon the test was (80%).One of the methods that used to find out test reliability is test - retest, by using this method, test turned out to be (0.83). The test of the LLSV examed the subcategories of the (memory, cognitive, compression) language learning strategies. As for as this subcategory divided into 3 parts can be summarized as follows:

1. Memory strategies (grouping: This task was used to provide vocabulary throughout the spaces) including 10 items; (acronyms: this task was used in order to provide appropriate words (as one kind of context) including 10 words; (imagery: this task was used in order to provide pictures presented to the student to find related word) including 5 pictures.
2. Cognitive strategies (analysis: this task was used in order to ask students divided the words into suffixes and prefixes and then give the meaning of them including 10 words; (translation: this task was used in order to ask students to translate Arabic under lined words in the sentences including 10 words;(highlighting: this task was used in order to exam the effect of highlighting on vocabulary word retention of the students) including 10 items.
3. Compensation strategies (linguistic guessing: This task was used to find the meaning of such terms as antonyms and synonyms) including 10 words; (none- linguistic guessing: this task used in order to exam general knowledge of the world) including 5 items; (word coinage: This task was used to find a suitable equivalent in English) including 10 items.

3.2.3 The Pilot Study
The data was collected by the researcher during a week in Feb. 2019. In order to assess the ST and LT of vocabulary retention of direct language learning strategies, the test was once more administered after two weeks' time.

The Statistical Package for the Social Science (SPSS version 20.0) was utilized to complete the analysis of the gathered data. Descriptive statistics, which includes frequencies, standard deviations, means and One-way between groups (ANOVA) with post-hoc comparisons test was once used to investigate the differences between the LT and ST of vocabulary

retention. In addition, the (0.05) level of statistical significance was set at all tests in present research. The time computed for the whole students in the pilot testing ranged between (45-60) minutes.

4. Results of Data Analysis

4.1. Question One: What are the most frequently used direct strategies of language learning by learners?

To answer the first study question, Descriptive statistics were used to determine the strategies of direct language learning that male learners of non-specialist college EFL report using. Table (1) outlines that the mean frequency of overall use of the strategy was (M=2.90), which was around at a medium degree (with a range from 1 to 5). In table (1), rank ordering of the strategies concurs to their frequency of usage. The results indicate that the learners' most frequently used strategy was memory strategies (M=2.95), followed by compensation strategies (M=2.90), and cognitive strategies (M=2.85). Therefore, there is a significant difference between the frequency of strategy that male learners of non-specialist college EFL report using.

Table (1) the mean of frequency of DLLS in Use							
Strategies	*M*	**SD**	**m≤ 3**		**m>3**		**Rank**
			Frequency	Percentage	Frequency	Percentage	
Memory	2.95	0.779	41	67.58 %	19	32.42 %	1
Cognitive	2.85	0.885	45	75.28 %	15	24.72 %	3
Compensation	2.90	0.577	44	73.30 %	16	23.70 %	2
Overall strategy use	2.90	0.725	45	75.75 %	15	24.25 %	
						N = 60	

4.2. Question Two: Does direct strategies of language learning influence on non-specialist EFL male learners' retention of vocabulary (LT and ST)?

According to the next question, the independent - samples *t*-test formula was utilized to investigate the impact of using ST and LT of vocabulary retention of DLLS. The results of this (t-test) analysis are illustrated in table (2). In overall strategy, the calculated t-value is (*t* =22.19), the tabular one is (*t*=2.000) with the degree of freedom (58). In addition, the performance of the learners in the ST test (Mean= 88.66) far outweighed that of the LT test (Mean= 73.19) which shows a statistically significant difference at (0.05).

Table (2) The (T-test) formula of DLLS in ST and LT of vocabulary retention						
Strategies	*M*		*SD*		*t*	
	ST	LT	ST	LT	Calculated	Tabulated
Memory	93.98	77.37	10.68	14.84	22.19	2.000
Cognitive	80.13	66.73	14.18	13.08		
Compensation	91.86	75.46	13.33	14.60		
Total	88.66	73.19	9.33	10.48		
*t $_{cal}$ < t $_{tab}$					*N* =60	

4.3. Question Three: Does direct subcategories strategies of language learning influence on non-specialist EFL male learners' retention of vocabulary (LT and ST)?

To the third question, One-way variance analysis ANOVA examined the effect of using direct LLS subcategories, showing a statistically significant difference in the usage of memory, cognitive and compensation strategies in both ST (F=28.83) and LT (F=14.048) strategies. In table (3), repeated ANOVA results indicated that there was a significant difference between the three subcategories of memory strategies (i.e. imagery, grouping and context) in the use of the overall learners' retention of vocabulary ST test subsort (F=149.37) and the LT test (F=166.78), *Cognitive strategies* (i.e., translation, analyzing expressions and highlighting) in the use of overall learners' retention of vocabulary subsort of ST test (F =64.639) and in the LT (F =207.92), *Compensation strategy* (i.e. Linguistic guessing , non-linguistic guessing and Word coinage) in the use of learners' retention of vocabulary of ST (F=51.656) and LT (F=52.463) overall subsorting.

Table (3) Descriptive Statistic for the subcategories of learners' retention of vocabulary in ST and LT								
Strategies	vocabulary retention	Grouping		Context		Imagery		**F**
		M	*SD*	*M*	*SD*	*M*	*SD*	
Memory	**ST**	34.44	4.52	24.04	4.60	35.50	5.34	149.37
	LT	28.32	6.09	17.29	4.70	31.75	7.00	166.78
Rank		2		3		1		
	vocabulary	Analyzing		Translation		Highlighting		**F**

Cognitive	retention							
		M	*SD*	*M*	*SD*	*M*	*SD*	
	ST	36.47	4.60	26.47	7.11	28.93	6.76	64.63
	LT	37.66	3.84	17.06	7.50	20.73	7.45	207.92
Rank		1		3		2		
Compensation	**vocabulary retention**	Linguistic guessing		Non-linguistic guessing		Word coinage		**F**
		M	*SD*	*M*	*SD*	*M*	*SD*	
	ST	27.20	8.86	33.87	7.12	19.07	7.60	51.65
	LT	22.00	9.83	30.80	8.30	13.93	8.25	52.46
Rank		2		1		3		
N=60								

According to the findings, the most used (both long-term LT and short-term ST) strategies were (memory) and followed by (compensation and cognitive) strategies. Similarly, memory and compensation strategies can be assumed to have been used as students reported using them through the questionnaire, while cognitive strategies were reported to be used, but in practice they did not use such strategies in the test.

5. Conclusions

In the light of the present study, the researcher has concluded that:

1. In general, the frequency of strategies that Iraqi non-specialist college EFL male learners were using significantly different, all at medium use level. The most often used strategies were (memory) strategies, preceded by (compensation) strategies and (cognitive) strategies, based on the frequency of use rank order.
2. The findings showed that the use of the learners' strategy in short-term vocabulary retention (ST) significantly outweighs that in long-term vocabulary retention (LT).Among the nine subcategories of these strategies, analyzing expressions, imagery, and non-linguistic guessing were the most impact assessed either in ST or LT.

6. Pedagogical Implications

The results of this study have pedagogical implications for the development of instruction and curriculum. Since, the researcher was summarized as follows:

1. English as a foreign language learner should learn to understand the strategies they use, and should be encouraged to choose the most suitable techniques for the instructional environment.
2. Productive language learners might act as informants in terms of methods, strategies, and research skills for learners with less progress in language learning. By monitoring one another, learners can take an active part not only through learning as well as in teaching.
3. Teachers may use a variety of methods for collecting data to help students identify their current learning strategies; surveys, one-on-one interviews, or other means. Teachers have to learn the benefits of each method and its disadvantages.

Appendix (A)
Language learning strategies questionnaire

This is the questionnaire about language learning strategies for non-specialist EFL learners in Iraq. Please read each item carefully, and check the most appropriate answer through the five response (1, 2, 3, 4 and 5).Answer in terms of how well the item describes you. Do not answer how you think you should be, or what other people do. Usually this questionnaire takes about (45-60) minutes to finish. Let the instructor know immediately if you have any questions. The questionnaire (SILL) has been translated into Arabic by the researcher and reviewed by two Arabic linguists to make it easier to understood for learners.

There are total (30) items in this questionnaire, and each item has five responses respectively.

1. I never use this
2. I rarely use this
3. I occasionally use this
4. I usually use this
5. I always use this

Thank   you   for   your participation.

- **Information**
  Name: …………….   / Date: ……………. / Age:................
  Major: ………….   / Gender: male …….   /
  Female……..

- ## The strategy inventory for language learning (SILL).

Part A : Memory		1	2	3	4	5
No. of item	Items	I never use this	I rarely use this	I occasionally use this	I usually use this	I always use this
1	I am thinking of the connections between what I already know and the new material I learn in English. انا اعتقد بان هناك علاقات بين ما سبق لي معرفته وتعلم اشياء جديدة في اللغة الانجليزية .					
2	In a statement I use new English words, so I can remember them انا استخدم الكلمات الانجليزية الجديدة في الجملة حتى استطيع تذكرها..					
3	I combine a new English word sound and a picture or image of the word to help me remember the word. انا اربط الصوت للكلمة الانجليزية الجديدة والخيال او صورة الكلمة لمساعدتي على تذكر كلمة					
4	I recall a phrase in English by making a mental picture of a situation where the word could be used. اتذكر الكلمة الانجليزية الجديدة عن طريق جعل الصورة الذهنية عن الموقف في الكلمة الاخرى التي يمكن استخدامها .					
5	I use rhymes to recall a new phrase English. انا استخدم ايقاع الكلمة لتذكر الكلمات الانجليزية الجديدة.					
6	I use flashcards to remember new English words. انا استخدم البطاقات التعليمية لتذكر الكلمات الانجليزية الجديدة.					
7	I physically act out new English words. انا بدنيا اتفاعل لاستخراج المعنى للكلمات الانجليزية الجديدة.					
8	I review English lessons often. انا اراجع دروس اللغة الانجليزية في كثير من الاحيان.					
9	I recall new English words or phrases when I know their place on the website, on the board or on the road sign. اتذكر الكلمات الانجليزية الجديدة او العبارات عن طريق تذكر موقعها على الصفحة على السبورة او على لافتات الشوارع.					

Part B: Cognitive						
No. of item	Items	I never use this	I seldom use this	I sometimes use this	I usually use this	I always use this
10	I repeat or write new English words a few times. انا اقول او اكتب الكلمات الانجليزية الجديدة عدة مرات					
11	I'm trying to talk like native speakers of English. انا احاول ان اتحدث مثل الناطقين المحليين بالنجليزية.					
12	I practice the sounds of English. انا امارس اصوات اللغة الانجليزية.					
13	I find different ways of using the English words that I learn. انا استخدم الكلمات الانجليزية وانا اعرفها بطرق مختلفة.					
14	I am beginning conversations in English. انا ابدا المحادثات باللغة الانجليزية.					
15	I watch English-speaking TV shows in English, or go to					

	English- speaking movies. انا اشاهد البرامج التلفزيونية المنطوقة باللغة الانجليزية او الذهاب الى السينما لرؤية الافلام التي تتحدث باللغة الانجليزية.					
16	I read for pleasure in English. انا اقرا بمتعة اللغة الانجليزية.					
17	I write notes, messages, letters, or reports in English. انا اكتب المذكرات والرسائل والخطابات والتقارير بالغة الانجليزية.					
18	I skim an English passage first (read quickly over the passage) then go back and read carefully. انا اولا اقرا قراءة سريعة لقطعة الانكليزية (اقرا القطعة بسرعة)ثم اعود واقرا بعناية					
19	I 'm searching for words in my own language which are close to modern English words انا ابحث عن الكلمات في لغتي الخاصة التي هي مماثلة لكلمات جديدة باللغة الانجليزية.					
20	I try to work out patterns in English. انا احاول ان اجد الانماط باللغة الانجليزية.					
21	I find the meaning of a word in English by splitting it into sections I understand. انا اجد معنى الكلمة الانجليزية عن طريق تقسيمها الى اجزاء يمكن فهمها.					
22	I 'm not trying to word by word translate. انا احاول ان لا اترجم الكلمة بالكلمة.					
23	In English, I make overviews of the information I hear or read. انا اصنع ملخصات للمعلومات التتي اسمعها او اقارئها باللغة الانجليزية.					

Part C : Compensation

No. of item	Items	I never use this	I seldom use this	I sometimes use this	I usually use this	I always use this
24	I am making guesses to understand unfamiliar English words. لفهم الكلمات الانجليزية الغير مالوفة ، انا اصنع التخمينات.					
25	I use gestures when I cannot think of a phrase during a conversation in English. عندما لا استطيع ان افكر في الكلمة في المحادثة بالغة الانجليزية انا استخدم الايماءات .					
26	If I don't know the right ones in English, I make up new terms. انا اصنع الكلمات الجديدة اذا انا لا اعرف الصحيحة منها في اللغة الانجليزية.					
27	I read English without having to look up any new word. انا اقرا الانجليزية من دون البحث عن كل كلمة جديدة.					
28	I'm trying to guess what the other person is going to say next in English. انا احاول ان اخمن ماذا سوف يقول لاحقا باللغة الانجليزية.					
29	If I can't think of a word in English, I use a word or phrase which means the same thing. اذا كنت لا تستطيع التفكير في اي كلمة باللغة الانجليزية استخدم الكلمة او العبارة التي تعني الشيء نفسه.					

30	I am trying to find as many ways to use my English as possible. انا احاول ان ابحث في نواح كثيرة عن ما استطيع ان استخدمه للغتي الانجليزية.					

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