



Proceedings of the 1st English Education International Conference (EEIC) in conjunction with the 2nd Reciprocal Graduate Research Symposium (RGRS) of the Consortium of Asia-Pacific Education Universities (CAPEU) between Sultan Idris Education University and Syiah Kuala University

November 12-13, 2016, Banda Aceh, Indonesia



TEACHER LANGUAGE AWARENESS AND COMMUNICATION STRATEGIES IN SYIAH KUALA UNIVERSITY, ACEH, INDONESIA *

Muhammad Aulia

¹Syiah Kuala University, Banda Aceh, INDONESIA

²University of Technology Sydney, Sydney, AUSTRALIA

Email: muhammad.aulia@unsyiah.ac.id

Abstract

There have been many ways of improving the quality of verbal classroom discourse in English Language Teaching especially in dealing with constraints of language proficiency, which always haunt Non-Native English Speaker Teachers (NNESTs) who have undergone diverse obstacles and challenges in achieving native-like proficiency. In fact, these teachers are found to have strengthened teacher language knowledge or so-called language awareness because they have been trained during their long-term formal and professional teacher educations. Unfortunately, this knowledge has not been optimised to bring a sort of awareness upon teachers in language use; it can function two-fold: providing quality verbal instructions and showcasing language systems. This study sought to explore the synthesis between teacher language awareness and communication strategies in handling breakdowns or interruptions in classroom teacher-learner interactions. The synthesis is analysed to explicate the potency of teacher language awareness in providing teacher assistance on the grounds that the more aware a teacher of own language use, the more responsive a teacher of scaffolding learners within interactions via communication strategies. The sociocultural theoretical framework is employed due to the distinctiveness of each teacher's historical language development to explain teachers' language awareness and communication strategies in classroom teaching.

Keywords: *Language proficiency, teacher language awareness, communication strategies, and classroom verbal discourse.*

INTRODUCTION

The development of second language teacher education (SLTE) has advanced vastly. Its scope has shifted from methods and approaches with procedural and mechanical steps and strategies to the knowledge base of teacher, the professional development of teacher, and the impact of teacher education on classroom practices (Richards & Nunan, 1990). Such development can be traced by a widening scope within three periods indicating 1980's as the era of development and training, 1990's as the research base and conceptualisation, and 2000 – current as operationalization of teacher education (Freeman, 2009). This corresponds with the concept of 'Post-Method Condition' that re-configures a relationship between Applied Linguistics theories and teacher knowledge, cognition, skills and identity along with sociocultural aspects in a teaching context as a unity (Kumaravadivelu,

* The project was undertaken in cooperation with University of Technology Sydney under the support of the Australia Award Scholarship.

1994). This study selects two micro aspects for exploration: so-called teacher language awareness and communication strategies, which are generated from teacher knowledge and skills respectively.

Teacher language awareness derives from a notion that a language teacher will be able to maximise language teaching/learning when he/she knows how the language system works (Thornbury, 1997 as cited in Andrews, 2001). This relates not only to a declarative dimension, that is Subject Matter Knowledge or 'what to teach' where a language teacher plays role as a language analyst, but also a procedural dimension, that is a combination of Pedagogical Content Knowledge and Metalinguistic Awareness where a teacher raises other two roles as a language teacher and a language user or 'how to teach and extract such knowledge for communicative purposes' (Andrews, 1999; Edge, 1988; Lindahl, 2013; Wright & Bolitho, 1993). In this situation, the teacher might become a role model for efficient target language users since the teacher amalgamates the three roles simultaneously that intensifies more language awareness.

Communication strategies are a sub-component of communicative competence. Communication strategies comprise 'either verbal or non-verbal strategies that are performed to compensate for breakdowns due to performance variables and insufficient competence' (Canale & Swain, 1980 as cited in Dörnyei & Thurrell, 1991). For non-native English speaker teachers, these strategies may increase their confidence in resolving some interruptions in target language production in classroom verbal discourse. The teachers resort the strategies while employing their personas as learners and teachers alternately in communication (Azian, *et al.*, 2013). The teachers may acquire some assistance from other target language users including students without losing their faces via these strategies. Additionally, their language proficiency can improve and the use of communication strategies may decrease gradually. In the latest literature, the taxonomy of communication strategies has developed and this study uses the taxonomy published by Dörnyei and Scott (1997) (see the Appendix).

Following the above elaboration, this study explores a synthesis between teacher language awareness and communication strategies. Once both of them can be integrated, a teacher can be highly aware of managing classroom verbal discourse and be exceptionally alerted to providing quality language use opportunities with more feedback either form or meaning and further language discussions (Dobao & Martínez, 2007). The arising bottleneck of communication might be treated as new knowledge because there would be more feedback (form/meaning) that teach new things for students (Negueruela, 2008). This means that the study argues that teachers who are more aware of these three roles are likely to have sensitivity to provide communication strategies when students face breakdowns in classroom interaction, to promote explicit teaching, and to utilise such breakdowns to enrich interactional exchanges as goal-directed interactions.

The synthesis between teacher language awareness and communication strategies is also desirable due to the development of the teachability; teaching communication strategies is construed as part of unabated contention. It is regarded as an effective means to keep maintaining a conversation and to achieve communicative intent. There is, however, by no means unanimity in the debates of teachability, that is whether they should be directly taught via instruction or training (Færch & Kasper, 1984; Maleki, 2010); whether they are unteachable (Kellerman & Bialystok, 1997); or whether they can be performed or indirectly taught via interaction with heightened teacher language awareness leading to teacher assistance (Cook, 2015; Dobao & Martínez, 2007; Yule & Tarone, 1991). These three strands originate from cognitivist perspective, cognitive-psychologist perspective, and interactionism/sociocultural theorists perspective respectively.

One of the theoretical propositions upon the synthesis between teacher language awareness and communication strategies is the potential emergence of Zone of Proximal Development in learning process that can lead to development when teacher assistance in the forms of communication strategies is ubiquitous and available. For the teachers, the synthesis can improve the quality of classroom verbal discourse, while for the learners the synthesis can be an object of 'intermental' or social resources that can be redrawn out of self-capability (others' capability). These resources are not what the learners can do alone, but with others' scaffolding (Lantolf, 2006). Indeed, the aspect of 'intramental' still leave mysteries; nevertheless such private domain can be affected by motivation, persistence, intelligence, and many other aspects. On praxis level of communication strategies occurrence, this indicates that once a learner gives a signal of communication breakdown (hesitation or mumbling), a teacher is aware of such breakdown, is

sensitive to the language system of the utterance, is responsive to assist the learner with a communication strategy, and is willing to discuss further the language system (metatalk) if required.

It is undeniable that the combination between teacher language awareness and communication strategies is highly challenging given that both of these two constructs must be maintained cautiously throughout classroom teachings, which require more demanding constant mindfulness and communicative language ability. The former can be improved via continuous practical clinics of teaching, whereas the latter needs a long-run professional development. In fact, the teachers who teach in this research context usually have strengthened Knowledge about Language and Pedagogic Content Knowledge. Unfortunately, this knowledge is not accompanied by amplified teacher language awareness, which can be indicated that language system is mostly taught through grammar explanation and independent of teacher language use.

Nevertheless, blaming teachers who have been adept at professional teaching is rather biased in consideration of influential sociocultural aspects impacting on their teaching contexts. Discrepancies of cultural backgrounds, beliefs, expectations and facilities variously lead teachers to becoming the most reliable resources to hold this profession in their own teaching context (Yuwono & Harbon, 2010). This means teacher language awareness not only relates to cognitive aspects such as understanding but also technical aspects such as noticing and monitoring language productions including the use of communication strategies. These two aspects are inextricably linked to the consistency between teacher knowledge/cognition and teaching practice (Svalberg, 2007).

In a nutshell, this study highly values individual teachers' perceptions in their classroom teachings. They have been engaged and moulded in their own unique study experiences as experiential knowledge, teaching experience as contextual knowledge, and professional development as expert knowledge, through which language awareness and communication strategies may differ within their personal viewpoints.

METHODS

The research approach is a natural qualitative study with interpretive paradigm. It is selected to expound multiple understandings of teacher language awareness and communication strategies with subjective-constructivist epistemology, where the researcher and the participants co-construct the meanings of these two phenomena in accordance with their own understandings and prior knowledge (Dezin & Lincoln, 2013). Such meanings are extracted from teachers' teaching acts and underlying beliefs. For example, from an extract, a teacher might claim that he/she is aware of a language system, concisely uses it in own language use, and briefly explains it due to fewer complexes compared to other linguistic properties in the same teaching session.

There were two teachers recruited in this study as purposive sampling. These teachers were teaching two groups of university level students at University of Syiah Kuala. Approximately forty students at level 3 & 4 or intermediate English level were involved in this study. This study ensured that these two teachers are highly competent at teaching English and their language proficiencies were equivalent with or even higher than a competent user of English on IELTS. In addition to that, these two teachers had experienced at overseas study over a number of more than five years.

This study employed two methods of data collection, namely 1) non-participant observation where the researcher acted as a complete observer and 2) stimulated recall involving the researcher audio recording lessons to be used as a stimulus for teacher reflections on specific teaching acts which appeared to indicate teachers drawing on their language awareness as they invoked communication strategies. Both methods are highly recommended to investigate the consistency between teacher knowledge/belief and teaching behaviour (Gass & Mackey, 2000).

There were four sessions of observation and four sessions of stimulated recalls with a total of fifteen hours of data transcription. Both observation and stimulated recalls took a minimum an hour and a half each. The inquiry in stimulated recalls was not all teaching behaviours, yet it focused on mere teacher language awareness and communication strategies in classroom teaching.

Analytic induction was used to analyse the data. This method of analysis is deemed as appropriate to analyse thoroughly these two phenomena in order to find hypothetical explanation via recursive stages of analysis from data condensation, data display, data verification and conclusion (Miles, Huberman & Saldana, 2013). This method does not merely investigate the emerging themes,

but also elucidates the rationales of those themes underlying a phenomenon. The analysis was supported by N-VIVO version 10 so that data were organised more systematically.

RESULTS AND DISCUSSION

Due to limitation of space in this paper, only few cases of a synthesis between teacher language awareness and communication strategies are following presented. Teacher A (TA) conducted extracts 1 and 2, whereas Teacher B (TB) implemented extracts 3 and 4.

Extract 1: Code switching as the communication strategy.

- 254 TA: *Let's look at that sentence. Is there anything wrong there? Is it okay? Gimana?*
255 Students (all): *Between.*
256 → TA: *The obvious difference. Yes, 'within' itu sebaiknya apa? We are going to make comparisons, remember. You are going to compare what?*
257 Students (all): *The UK and the US accents.*
258 TA: *Jadi, it should be 'between'...*

In Extract 1, the teacher seemed to have relatively high language awareness by noticing on a particular sentence in order to stimulate students' attention on error (Error identification). In line 256, the teacher heightened the students' language awareness via a code switching with additional clue so that the students were more confident to provide the corrected preposition in the sentence. In this extract, teacher language awareness and the communication strategy supported each other to improve students' language awareness.

Extract 2: Repetition as the communication strategy.

- 182 Student G: *They both...*
183 → TA: *They both...*
184 Student G: *They both are included...*
185 Student A: *They both are included...*
186 → TA: *They both are included ya*

In Extract 2, both the teacher and the students showed their strengthened language awareness when the teacher repeated the students' sentences in order to revise the sentence (previously written 'They both included'). The communication strategy used by the teacher was repetition to confirm the corrected form as well as to allow more time for the teacher in maintaining conversation with the students. Both teacher language awareness of the language system (passive sentence) and communication strategy worked together in classroom verbal discourse.

Extract 3: Other repair as the communication strategy.

- 95 TB: *For...*
96 Student A: *For man.*
97 → TB: *For male. Yes, for... for female?*
98 Students (Some): *Waitress.*
99 TB: *Waitress. Good.*

In Extract 3, the teacher was aware of what the student said in line 96. The teacher performed other repair as a communication strategy in order to revise the student's utterance. The teacher stated that this was a deliberate effort to check whether the students knew the word changing based on gender. Both teacher language awareness and communication strategies worked simultaneously in this extract.

Extract 4: Code switching as the communication strategy.

- 112 TB: *Kevin?*
113 Students: *Burt.*
114 TB: *Kevin?*

- 115 Students: Bird.
116→ TB: Bird. Burung (in Bahasa)
117 Students: Oww.
118 TB: Kevin Bird.

In Extract 4, the teacher tried to confirm the ideal model of language expression in Bahasa Indonesia, which adopted a code switching in the form of exact word. Teacher language awareness was high in showing a correct form of name as what the listening recording indicated. The students guessed the answer even though it was not convinced yet. The communication strategy assisted to support the teacher language awareness in this extract.

With all above in consideration, it can be presumed that teacher language awareness and communication strategies have potency to amplify a working language system and superimposing such the system concurrently within interaction with students. In other words, the synthesis can promote both language system and can avoid detrimental effect of interruptions or breakdowns simultaneously in classroom verbal discourse.

It is undeniable that the proportion of the integrated teacher language awareness and communication strategies still required more heightened awareness not only individual language awareness with full of affordance efforts, but also technical/discursive language awareness (Van Lier, 1998) through which language system exposure can be noticed within teachers' language productions. This means teachers must have beyond attitudinal factors of engaging language with the content of learning, that is the focus of linguistic properties that can be incorporated into teachers' instructions in classroom verbal discourse (Andrews, 2007).

From the extracts above, each teacher has their own preference on the selection of communication strategies even though they are likely to have identical levels of language awareness, which can be indicated by distinct selection of the strategies and the approach language systems presented. Such selections seem to be highly unique in line with the most reliable strategies at their disposals. This finding argues that the patterns of the selected communication strategies are not arbitrary, yet they are modelled in the teachers' repertoires. This study can provisionally state that the emergence of communication strategies are grounded from the internalisation of teachers in which such capacities are entrenched through personal historic language development of each teacher (Johnson & Golombek, 2011), which have been moulded via conceptual and cultural activities at practical teaching knowledge and teacher professional education.

From stimulated recall data of the above extracts, these two teachers claimed that they were aware of demanding linguistic competence on learning and chose the explicit grammar teaching instead of implicit due to some reasons. One of them is to ensure that students notice 'the unknown' starting from 'the known'. It is admitted by the teachers that they have used this approach due to their learning experiences, the nature of EFL classroom teaching at university level that gives priority on Knowledge about Language, and the characteristics of learners. It is strongly believed that the language proficiency can gradually improve once the knowledge has been established.

CONCLUSION

This paper shows that the synthesis of teacher language awareness and communication strategies is effective for demonstrating linguistic competence and strategic competence respectively. This proposition suggests the synthesis can be a solution for optimisation of teachers' Knowledge about Language (KAL), Pedagogic Content Knowledge, and compromise for language proficiency that might be challenging for EFL teaching contexts. Moreover, grammar is believed to be better taught via interaction.

Due to some limitation of space, this paper only explored the appearance of four cases from the participants indicating such the synthesis worked successfully in the context of teaching in classroom verbal discourse. This study also calls for more in-depth study for the selection of communication strategies for teachers. In the future, the teachers' repertoires are interesting to investigate further, which highly value the uniqueness of individual teachers' knowledge and experience.

ACKNOWLEDGEMENT

The author would like to thank Prof Lesley Harbon – the Head of School of International Studies and Dr. Susan Oguro – the Senior lecturer at University of Technology Sydney who have supervised and assisted on many aspects in the study.

REFERENCES

- Andrews, S. (1999). Why do L2 teachers need to 'know about language'? Teacher metalinguistic awareness and input for learning. *Language and Education*, 13(3), 161-177. doi: 10.1080/09500789908666766
- Andrews, S. (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness*, 10(2-3), 75-90. doi: 10.1080/09658410108667027
- Andrews, S. (2007). *Teacher language awareness*. Cambridge: Cambridge University Press.
- Azian, A. A., Abdul Raof, A. H., Ismail, F., & Hamzah, M. (2013). Communication strategies of non-native speaker novice science teachers in second language science classrooms. *System*, 41(2), 283-297. doi: 10.1016/j.system.2013.02.003
- Cook. (2015). Negotiation for meaning and feedback among language learners. *Journal of Language Teaching and Research*, 6(2), 250. doi: 10.17507/jltr.0602.02
- Dezin, N. K., & Lincoln, Y. S. (2013). *The landscape of qualitative research*. Thousand Oaks, C. A.: Sage.
- Dobao, A. M. F., & Martínez, I, M. P. (2007). Negotiating meaning in interaction between English and Spanish speakers via communicative strategies. *Atlantis*, 29(1), 87-105.
- Dörnyei, & Scott, M. L. (1997). Communication strategies in a second language: Definitions and taxonomies. *Language learning*, 47(1), 173-210.
- Dörnyei, Z., & Thurrell, S. (1991). Strategic competence and how to teach it. *ELT journal*, 45(1), 16-23.
- Edge, J. (1988). Applying linguistics in English language teacher training for speakers of other languages. *ELT journal*, 42(1), 9-13.
- Færch, C., & Kasper, G. (1984). Two ways of defining communication strategies. *Language learning*, 34(1), 45-63.
- Freeman, D. (2009). The scope of second language teacher education. In A. Burns, & J. C. Richards (Eds.), *The Cambridge Guide to Language Teacher Education* (pp. 11-19). Cambridge: Cambridge University Press.
- Gass, S. M., & Mackey, A. (2000). *Stimulated recall methodology in second language research*. Mahwah, N. J.: Lawrence Erlbaum Associates.
- Johnson, K. E., & Golombek, P.R. (Eds.) (2011). *Research on second language teacher education: A sociocultural perspective on professional development*. New York: Routledge.
- Kellerman, E. & Bialystok, E. (1997). On psychological plausibility in the study of communication strategies. In G. Kasper and E. Kellerman (Eds.), *Communication strategies: psycholinguistic and sociolinguistic perspectives* (pp. 31-48). New York: Longman.
- Kumaravadivelu, B. (1994). The postmethod condition: (E)merging strategies for second/foreign language teaching. *Tesol Quarterly*, 28(1), 27-48.
- Lantolf, J. P. (2006). Sociocultural theory and L2: State of the art. *Studies in Second Language Acquisition*, 28(01), 67-109.
- Lindahl, K. M. (2013). *Exploring an invisible medium-teacher language awareness among preservice K12 educators of English language learners*. (Unpublished Doctoral dissertation). The University of Utah, Utah.
- Maleki, A. (2010). Techniques to teach communication strategies. *Journal of Language Teaching and Research*, 1(5), 640-646.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, C. A.: Sage Publishing.
- Negueruela, E. (2008). Revolutionary pedagogies: Learning that leads (to) second language development. In J. P. Lantolf, & M. E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 189-227). Sheffield: Publishing Ltd.
- Richards, J. C., & Nunan, D. (1990). *Second language teacher education*. Cambridge: Cambridge University Press.

- Svalberg, A. M. L. (2007). Language awareness and language learning. *Language Teaching*, 40(04), 287-308. doi: 10.1017/s0261444807004491
- Van Lier, L. (1998). The relationship between consciousness, interaction and language learning. *Language Awareness*, 7(2-3), 128-145.
- Wright, T., & Bolitho, R. (1993). Language awareness: a missing link in language teacher education? *ELT journal*, 47(4), 292-304.
- Yule, G., & Tarone, E. (1991). The other side of the page: Integrating the study of communication strategies and negotiated input in SLA. In E. Kellerman, R. Phillipson, L. Selinker, M. Sharwood Smith, & M. Swain (Eds), *Foreign/second language pedagogy research* (pp. 162-171). Clevedon: Multilingual Matters.
- Yuwono, G. I., & Harbon, L. (2010). English Teacher Professionalism and Professional Development: Some Common Issues in Indonesia. *Asian EFL Journal*, 12(3), 145-163.

APPENDIX

Taxonomy of Communication Strategies.

Name	Description	Examples
<i>A. Direct Strategies</i>		
<i>Resource deficit-related strategies</i>		
1. Message abandonment	Leaving a message unfinished.	It is a person er...who is responsible for a house, for the block of house....I don't know [laughter]
2. Message reduction/Topic Avoidance	Reducing the message by avoiding certain language structures or topics	[Retrospective comment] I was looking for "satisfied with a good job, pleasantly tired" and so on. But instead I accepted less.
3. Message replacement	Substituting the original message with a new one	[Retrospective comment] I actually wanted to say "the screw thread was broken" but I did not insert "screw thread" so I said "the pipe was broken in the middle"
4. Circumlocution/Paraphrase	Exemplifying, illustrating or describing the properties of target object/action	"It becomes water" instead of "melt"
5. Approximation	Using a single alternative lexical item such as superordinate or a related term	"Plate" instead of "Bowl"
6. Use of all-purpose words	The overuse of "thing", "stuff", "make", "do", and so forth	"I can't work until you repair my ...thing"
7. Word coinage	Creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word.	"readable" instead of "legible"
8. Restructuring	Abandoning the execution of verbal plan and using the alternative plan	"On Mickey's face we can see the... so he's he's he's wondering"
9. Literal translation	Translating literally a lexical item, an idiom, a compound word or structure from L1 to L2	"We go by walking" (From Bahasa) instead of "We go on foot".
10. Foreignizing	Using a L1 by adjusting it to L2 phonology	"Reparate" (adjusting the German word 'reparieren') instead of "Repair"
11. Code switching	Switching language from L1 to L2 or vice versa	
12. Use of similar-sounding words	Compensating for a lexical item whose form the speaker is unsure of with a word (existing or non-existing) which sounds more or less like the target item	"Cap" instead of "Pan". [Retrospective Comment] Because it was similar to the word which I wanted to say (pan).
13. Mumbling	Muttering inaudibly a word or part of a word	"And uh well Mickey Mouse looks surprise or sort of hhhmmmm.... "
14. Omission	Leaving a gap when not knowing a word and carrying on as if it had been said.	"then...er...the sun is..is..the sun is...and Mickey Mouse [Retrospective comment] I could not find the word "shine".
15. Retrieval	In an attempt to retrieve a lexical item after saying a series of incomplete and wrong forms before reaching the optimal form	"It is a brake er...it is broken..broke..broke"

Appendix continued...

16. Mime	Paralinguistic strategies such as describing a concept non-verbally or accompanying a verbal strategy with visual illustration.	
<i>Own-performance problem-related strategies</i>		
17. Self-Rephrasing	Repeating a term but not quite as it is, but by adding something or using paraphrase	"I do not know the material...what it is made of....."
18. Self-Repair	Making self-initiated corrections in one's own speech	"then the sun shines and the weather get be...gets better"
<i>Other-performance problem-related strategies</i>		
19. Other repair	Correcting something in the interlocutor's speech	Speaker : "because our tip went wrong". Interlocutor : "Oh you mean tap".
<i>B. Interactional Strategies</i>		
<i>Resource deficit-related strategies</i>		
20. Appeals for help	Turning to the interlocutor for assistance by asking an implicit/explicit question	"I don't know the name"
<i>Own-performance problem-related strategies</i>		
21. Comprehension check	Asking questions to check that the interlocutor can follow you	"And what is the diameter of the pipe? The diameter. Do you know what the diameter is ?"
22. Own-Accuracy Check	Checking that what you said was correct by asking a concrete question or repeating a word with question intonation.	"I can see a huge snow.....snowman ? snowman in the garden.
<i>Other-performance problem-related strategies</i>		
23. Asking for repetition	Requesting repetition	"What?" or "Pardon?"
24. Asking for clarification	Requesting explanation of an unfamiliar meaning structure	"What do you mean?" or "You saw what?"
25. Asking for confirmation	Requesting confirmation that one heard or understood something correctly	"You said.....?" or "You mean.....?"
26. Guessing	Request confirmation on real indecision	"Oh, it is then not the washing machine. Is it a sink?"
27. Expressing non-understanding	Expressing that one did not understand something properly either verbally or non-verbally	"I do not know this thing"
28. Interpretive summary	Extended paraphrase of the interlocutor's message to check that the speaker has understood correctly	"So the pipe is broken, basically and you do not know what to do with it, right?"
29. Responses	Repeating the original trigger or doing the suggested corrected form (after an other-repair)	
<i>C. Indirect Strategies</i>		
<i>Processing time pressure-related strategies</i>		
30. Use of fillers	Using gambits to fill pauses, to stall and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty	"well", "actually", "you know", and so on.
31. Repetitions	Repeating a word or a string of words immediately after they were said	"which was made, which was made..."
<i>Own-performance problem-related strategies</i>		
32. Verbal strategy markers	Using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code	"I don't really know what is it called in English"
<i>Other-performance problem-related strategies</i>		
33. Feigning understanding	Making an attempt to carry on the conversation in spite of not understanding something by pretending to understand	"Do you have a rubber washer?...No, I don't " [I did not know the meaning of the word].

NB. Adopted from Dornyei and Scott (1997).