# Appendix

## Tactics in Huang's (2013) Taxonomy with Definitions

| **Individual Strategy in Each Category** | | |
|---|---|---|
| **Approach** | | **Definition** |
| 1 | Developing reasons | Test-taker/learner offering explanations for doing what he/she does |
| 2 | Generating choices | Test-taker/learner generating choices |
| 3 | Generating ideas | Test-taker/learner generating ideas |
| 4 | Identifying task format | Test-taker/learner trying to figure out the format of the task |
| 5 | Identifying task purpose | Test-taker/learner trying to figure out the purpose of the task |
| 6 | Making choices | Test-taker/learners narrowing down the choices in response to the question |
| 7 | Recalling questions | Test-taker/learner thinking about the meaning of the questions |
| 8 | Recalling what one has said | Test-taker/learner thinking about what he/she has said during the task |
| **Communication** | | **Definition** |
| 1 | Abandoning | Test-taker/learner abandoning ideas or utterances |
| 2 | Approximating | Test-taker/learner using lexical or grammatical substitution to approximate meanings |
| 3 | Avoiding | Test-taker/learner thinking about avoiding areas that pose linguistic difficulties |
| 4 | Borrowing | Test-taker/learner borrowing phrases from the question |
| 5 | Code-switching | Test-taker/learner simultaneously using both L1 and L2 in his/her response |
| 6 | Coining words | Test-taker/learner coining a word to compensate for missing knowledge |
| 7 | Elaborating to clarify meaning | Test-taker/learner elaborating on his/her response in order to clarify meaning |
| 8 | Elaborating to fill time | Test-taker/learner elaborating on his/her response in order to fill time |
| 9 | Elaborating to meet requirements | Test-taker/learner elaborating on his/her response in order to fulfill the task requirements |
| 10 | Guessing | Test-taker/learner guessing by using linguistic or other cues |
| 11 | Linking | Test-taker/learner making connections between his/her previous knowledge or experience and what he/she is responding to |
| 12 | Paraphrasing | Test-taker/learner paraphrasing to clarify meanings |
| 13 | Pausing to formulate speech | Test-taker/learner taking pauses in order to formulate a response |
| 14 | Pausing to generate ideas/solutions | Test-taker/learner taking pauses in order to generate ideas |
| 15 | Pausing to make choices | Test-taker/learner taking pauses in order to narrow down the choices |
| 16 | Referring to notes | Test-taker/learner referring to the notes during oral production |
| 17 | Referring to questions | Test-taker/learner referring to the questions in order to respond |
| 18 | Repeating | Test-taker/learner repeating words or phrases in order to fill the time |
| 19 | Restarting | Test-taker/learner restarting/reformulating his/her response |
| 20 | Reviewing notes | Test-taker/learner reviewing notes in order to formulate response |
| 21 | Simplifying | Test-taker/learner simplifying his/her response |
| 22 | Slowing down | Test-taker/learner slowing down the speed of delivery to formulate speech |
| 23 | Spelling out to clarify meaning | Test-taker/learner spelling out a word to clarify meaning |
| 24 | Spelling to ensure comprehension | Test-taker/learner spelling out a word to ensure the examiner's understanding |
| 25 | Stalling to fill time with | Time-gaining cliché sentences | Test-taker/learner stalling his/her response to fill time with sentences that do not appear necessary but can give the test taker sufficient time to think of ideas |
| | | Gap fillers | Test-taker/learner stalling his/her response to fill time with gap fillers like "you know" |
| 26 | Thinking ahead | Test-taker/learner thinking ahead |
| 27 | Using keywords | Test-taker/learner using key words to formulate speech |
| 28 | Using L1 | Test-taker/learner using L1 |
| 29 | Using L2 to organize thoughts | Test-taker/learner using L2 to organize thoughts |
| **Cognitive** | | **Definition** |
| 1 | Analyzing linguistic choices | Test-taker/learner analyzing different linguistic choices for the response |

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| 2 | Analyzing questions | | Test-taker/learner analyzing task questions |
|---|---|---|---|
| 3 | Anticipating examiner's feedback | | Test-taker/learner anticipating examiner's reactions |
| 4 | Anticipating problems | | Test-taker/learner anticipating their problems during the task |
| 5 | Anticipating questions | | Test-taker/learner anticipating the question |
| 6 | Anticipating rating criteria | | Test-taker/learner anticipating a task's rating criteria |
| 7 | Attending to oral production | | Test-taker/learner directing attention to or concentrating on a specific aspect of a task |
| 8 | Attending to task requirements | | Test-taker directing attention to task requirements |
| 9 | Using imagination | | Test-taker/learner using imagination in order to respond |
| 10 | Inferring | | Test-taker/learner seeking to understand by using information in the text, dialogue, or monologue to guess the meanings of linguistic items or to make up missing information |
| 11 | Memorizing | | Test-taker/learner trying to memorize what was said in the dialogue or what was written in the text |
| 12 | Organizing thoughts | | Test-taker/learner organizing ideas |
| 13 | Outlining | | Test-taker/learner outlining the content of his/her response |
| 14 | Recalling vocabulary | | Test-taker/learner recalling vocabulary |
| 15 | Recalling what one has written | | Test-taker/learner thinking about what he/she has written |
| 16 | Translating | | Test-taker/learner translating between languages |
| 17 | Using intuition | | Test-taker/learner using intuition in order to respond |
| 18 | Using mechanical means | | Test-taker/learner writing things down |

| **Meta-cognitive** | | | **Definition** |
|---|---|---|---|
| 1 | Evaluating language skills | | Test-taker/learner evaluating language proficiency after completing a task |
| 2 | Evaluating affect | | Test-taker/learner evaluating his or her emotional state |
| 3 | Evaluating language production | | Test-taker/learner evaluating language production after completing a task |
| 4 | Evaluating mental process | | Test-taker/learner evaluating his/her thinking process |
| 5 | Evaluating performance | During speaking | Test-taker/learner evaluating language performance during speaking test |
| | | After speaking | Test-taker/learner evaluating language performance after speaking test |
| 6 | Evaluating strategies | | Test-taker/learner evaluating the strategies used to perform the task |
| 7 | Evaluating task | During speaking | Test-taker/learner evaluating the task during speaking test |
| | | After speaking | Test-taker/learner evaluating the task after speaking test |
| 8 | Generating goals | | Test-taker/learner generating goals |
| 9 | Generating future solutions | | Test-taker/learner generating solutions in response to their performance after a task |
| 10 | Generating future strategies | | Test-taker/learner generating strategies |
| 11 | Setting goals | | Test-taker/learner setting a goal for task completion |
| 12 | Identifying problems | | Test-taker/learner identifying problems in performing a task |
| 13 | Monitoring examiner's feedback | | Test-taker/learner monitoring the examiner's feedback |
| 14 | Monitoring time | | Test-taker/learner monitoring the time while performing a task |
| 15 | Planning | | Test-taker/learner engaging in planning in order to perform a task |
| 16 | Self-monitoring | | Test-taker/learner self-monitoring his/her performance during the task |
| 17 | Self-correcting | Mistakes | Test-taker/learner self-correcting errors in his/her oral production |
| | | For higher quality | Test-taker/learner self-correcting correct sentences in his/her oral production to replace them with better linguistic choices |
| 18 | Evaluating what one has heard | | Test-taker/learner evaluating what he or she has heard |

| **Affective** | | **Definition** |
|---|---|---|
| 1 | Fearing judgment | Test-taker/learner minding oral production for fear of judgment |
| 2 | Justifying affective state | Test-taker/learner using reasons to justify their emotions that might affect their performance |
| 3 | Justifying performance | Test-taker/learner justifying his/her performance |
| 4 | Lowering anxiety | Test-taker/learner lowering his/her anxiety |
| 5 | Monitoring affective state | Test-taker /learner monitoring his/her emotional state during the task |
| 6 | Overriding affective challenges | Test-taker/learner conquering his/her negative emotion |
| 7 | Engaging in positive self-talk | Test-taker/learner encouraging him/herself through positive statements |

| 8 | Asking questions to lower anxiety | Test-taker/learner asking the examiner questions to lower his/her anxiety |
|---|---|---|
| **Social** | | **Definition** |
| 1 | Asking examiner questions to direct conversation | Test-taker/learner asking the examiner questions to decide what to talk about |
| 2 | Asking examiner questions to engage the examiner | Test-taker/learner engaging in conversation by asking the examiner questions |
| 3 | Attending to the listener's interest | Test-taker/learner directing attention or concentrating on the listener's interest |
| 4 | Creating a positive impression | Test-taker/learner trying to create a positive impression on the examiner |
| 5 | Seeking clarification | Test-taker/learner seeking clarification from the Examiner |
| 6 | Seeking social interaction | Test-taker/learner seeking interaction with the examiner |
| 7 | Using examiner's feedback in one's response | Test-taker/learner using the examiner's feedback in his/her response |
| 8 | Seeking examiner's feedback | Test-taker/learner seeking the examiner's feedback |
| 9 | Seeking help | Test-taker/learner seeking help from the examiner |

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