**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**

LITERATURE REVIEW OF THE STRATEGIC COMPETENCE CONCEPT IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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ABOUT ARTICLE

Abstract: In English language teaching at non-linguistic universities, where English is not the main discipline, strategic competence is essential for facilitating successful interaction among learners despite linguistic obstacles. This paper examines the term of strategic competence, its importance in teaching English for Specific Purposes (ESP), and its educational significance. Combining essential theoretical frameworks and empirical research promotes developing the skills of strategic competence through student-centred, task-based, and communicative strategies. Recommendations are offered for implementing strategic competency training into the academic programs of non-linguistic disciplines to enhance students' competence for practical applications of professional communication.

Introduction

In recent years, a global requirement for the ability to speak English has extended beyond standard language departments to involve non-linguistic institutions, including engineering, business, agriculture, and medical campuses. In these scenarios, the priority is usually focused on English for Specific Purposes (ESP) and English for Academic Purposes (EAP). An essential yet sometimes undervalued aspect of effective language instruction in these contexts is strategic competence—the capacity to implement communication strategies to solve challenges in language performance. The study presented here examines the definition, function, and educational implications of strategic competence within the framework of English instruction at non-linguistic universities. It intends to give a thorough understanding of the term and practical recommendations for its integration into their pedagogical practices.

In their more comprehensive model of communicative competence, Canale and Swain [1] initially presented the idea of strategic competence. Canale described strategic competence as "Verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication."

Techniques involving paraphrasing, approximation, circumlocution, gestures, asking for guidance, or code-switching may be performed. Learners who demonstrate strategic competence in the classroom can continue communicating with one another even when they encounter obstacles such as a lack of vocabulary, grammar problems, or difficulties pronouncing unknown words. Research on strategic competence has grown, identifying it as an adaptable and teachable component of communication potential. Bialystok [2] states that developing strategic competence is crucial for language processing skills. This is especially true in contexts where learners must build meaning under time constraints. Avoidance, minimisation, and stalling/time-gaining methods were later classified by Dornyei and Scott [3] as the three main categories of communication tactics.

Strategic competence is not just a theoretical concept, but a vital tool in non-linguistic universities, where the principal goal can include functional communication in professional contexts. Basturkmen [4] claimed that learners of English for Specific Purposes ought to foster

terminology and strategies valuable to the specific domains to handle unfamiliar contexts. Engineering students can try circumlocution or equivalents when they lack the appropriate terminology for engineering in English. Hyland [5] accentuated that academic writing in English for Academic Purposes demands strategic competence to maintain adherence to disciplinary norms and navigate rhetorical complexity. This emphasis on the importance of strategic competence in non-linguistic universities makes the audience, particularly educators and curriculum developers, feel valued and significant in their roles.

Investigations show that explicit instruction can improve strategic competence. Chen [6] demonstrated that learners who underwent strategy training significantly enhanced oral proficiency and communicative confidence. Nakatani [7] developed a strategy-based instruction model that enhanced fluency and repair strategies among Japanese university students. The findings support the notion that strategic competence is not embedded but can be developed through a deliberate approach to education.

Encouraging reflection and the application of strategy is crucial in effective instruction. It involves raising awareness of strategies, practising them in meaningful contexts, and encouraging self-evaluation through strategy journals or peer feedback. Strategic competence is teachable and measurable, embedded in task-based and communicative activities.

There are various approaches to defining strategic competence. Canale and Swain [8] believed it to be the ability to tackle communication problems. Bachman and Palmer [9] introduced a new term: a metacognitive planning, evaluating, and executing process. Celce-Murcia [10] expanded on these concepts and developed a five-part strategic taxonomy encompassing avoidance, compensating, time-gaining, self-monitoring, and interactional strategies. Yanase [11] questioned the term "competence" and proposed "strategic capacity" as a more suitable way to describe its evolving, context-dependent nature.

Finkbeiner and Knierim [12] created the 'Online Learner ABCs,' a framework that uses reflective writing and peer collaboration to foster metacognitive awareness in Computer-Assisted Language Learning (CALL) settings. This framework is particularly relevant to our

discussion as it highlights the importance of metacognitive processes in developing strategic competence in language learning.

Additionally, Dawit Alem [13] stressed that compensatory and non-verbal tactics can be taught and used in the classroom.

Specifically, Whitfield [14] found a connection between strategy application and oral confidence. Students who were more confident in their state employed a wider range of methods that worked better.

Yuna Seong [15] examined how strategic competency has been measured in L2 speaking tests and called for a socio-cognitive model that combines real-time processing, negotiating, and emotional regulation. She said existing assessments lack clear operational criteria and don't consider strategic behaviour when judging performance-based activities.

A case study conducted by Zainal [16] involving Band 3 Malaysian MUET candidates revealed that the utilisation of 15 identified communication strategies (CSs), including fillers, circumlocution, requests for assistance, and restructuring, facilitated the completion of discussion tasks by groups. The study established a correlation between the employment of CS and effective speaking, thereby showcasing the practical application of strategic competence in real-world communication contexts.

Moreover, Rabab'ah [17] maintained that ELT curricula should include strategic competence. He identified the difference between what is taught in textbooks and what students require when interacting, and he called for adding strategy-based assignments and teacher training modules. In the same way, Celce-Murcia et al. [18] implied a paradigm in which strategic competency is both a cognitive and an interactional talent essential for the curriculum.

Alternatively, Xu [19] defined strategic competence as essential for staying in touch across cultures when students have to deal with new standards while still being themselves. Learners can still communicate across cultural borders by asking for clarification, paraphrasing, and making gestures.

Oweis [20] analysed the literature extensively, demonstrating that CSs can be taught and are essential, particularly in EFL settings. Her study reinforced that strategic competency

enables students to become more independent and fluent across various communication contexts.

The fundamental components of communicative competence inspire educators to enhance their professional capabilities and facilitate effective communication. Cognitive competence encompasses the knowledge of the language and the methodologies for teaching it, both of which are critical for instructing a foreign language. Operational competence involves the analysis of communication and the effective resolution of classroom challenges.

M. R. Koreneva's study [21] examines compensatory and strategic competencies, two essential aspects of effective communication in a foreign language. The author aims to elucidate their distinguishing characteristics and advocate for their separate consideration when working with second-language learners. It is commonly understood that strategic competence encompasses the planning, management, and regulation of speech. This encompasses abilities such as:

a)   choosing the right way to communicate based on the context;

b)   changing speech to fit communication goals;

c)   Check how well the methods work and change them if they do not.

Strategic competency ensures that linguistic resources are utilised deliberately and goal-oriented to achieve communication objectives. Language teaching methodologies must understand the distinction between compensatory and strategic competencies. Strategic competency allows educators to design customised exercises and activities to assist each student in acquiring specific abilities and evaluate the progression of students' skill development.

In addition, they enhance the success of their lessons by emphasising skill development.

Furthermore, to attain strategic competence through accredited education, educators should design comprehensive training programmes that integrate theoretical frameworks with practical experiences in real-world contexts, emphasise multicultural environments, and engage in relevant problem-solving activities.

A pedagogical framework designed to foster competence should be established in a systematic manner, enabling educators to improve their interpersonal skills. Furthermore, it is imperative to encourage student engagement in dialogues with one another. Educators and participants ought to convene to examine communicative activities within authentic teaching environments, as well as to practice and exemplify effective communication methods. Employing strategies independently across various contexts, and additionally reflecting on and adapting communication approaches to meet the evolving requirements of students, is advantageous. This model illustrates that strategic competence is not an isolated skill; rather, it constitutes a synthesis of motivation, knowledge, and practical experience. Structured immersion teacher education programs represent the most effective means of cultivating this skill.

The literature review and study elucidate that strategic competence constitutes an essential, teachable, and contextually specific facet of language proficiency, facilitating intentional focus within non-linguistic higher education institutions. The analysis yields the following recommendations for educators and instructors. It emphasises the significance of incorporating strategic competence into English for Specific Purposes (ESP) and English for Academic Purposes (EAP) courses, advocating for adaptations in instructional methodologies to meet the specific requirements of each discipline. It further advocates for implementing diverse pedagogical strategies, such as role-playing, reflective practice, and performance-based assessment, to enhance students' acquisition of this critical skill. Therefore, Strategic competence is not merely an alternative skill but a pivotal academic and professional competency that fosters greater independence among students and improves their communication capabilities globally.

Ślęzak-Świat [22] claims that past models didn't clearly explain how strategic competence works or interacts with other parts of language proficiency, especially for high-level users. According to the study, strategic competency improves communication and enables sophisticated rhetorical effects and real-time communicative decision-making.

Strategic competence in language use goes beyond merely compensating; it actively enhances the coherence of discourse and the level of interaction between individuals. Strategic competence not only helps to prevent communication problems but also facilitates effective management of interactions, enabling individuals to navigate challenging communication situations more swiftly. Although they are highly skilled in language use, advanced language users often encounter difficulties with certain metacognitive skills, particularly when establishing clear communication goals and adjusting strategies in real-time interactions. These findings underscore a crucial teaching point: the necessity for clear education in strategic competency. Incorporating lessons on goal-setting, planning, evaluating progress, and executing plans into advanced language courses can significantly enhance students' ability to communicate and adapt their techniques.

In this context, strategic competence, or the ability to choose and use the proper communication techniques for a given situation, was a key part of communicative competence. This focus came from the idea that speaking doesn't happen in a vacuum; it occurs in certain areas, settings, and social positions that necessitate appropriate behaviour for the culture. The study's results confirmed that teaching oral communication skills, emphasising strategic competence, considerably improves performance. In simulated talks, students acted more confidently and with more cultural sensitivity. Those rated initially as low- or mid-level performers showed the most improvement. This progress backs up the idea that strategic competence is a way to make up for other skills, making it easier for learners to deal with communication problems. Many things could be derived from this investigation. For language instructors, it gives them a proven way to add strategic competency to their lessons. Curriculum designers can use it as a guide to create lessons and resources highlighting the application of intercultural strategies. It provides a model of education that meets the requirements of interdependence and career flexibility in the modern age, which is probably the most essential thing.

CONCLUSION.

The research analysis provides several critical insights: strategic competence is accessible, flexible, and essential for effective communication in real-world contexts. It integrates linguistic knowledge with communication proficiency. A pragmatic instructional approach necessitates contextually rich tasks, reflection, role-playing, and heightened awareness. As the discipline progresses, strategic competency must be incorporated into educational frameworks, curricula, and assessment instruments. Future research should investigate its evolution longitudinally and across cultural and technological dimensions. Strategic competency has transitioned from a peripheral skill to a fundamental component in fostering learners as autonomous and self-assured communicators. Because skilled language users struggle with some parts of strategic competence, especially setting goals and adapting in real time, language education programs should include strategic competence training in their lessons. This training should go beyond teaching people how to deal with problems and focus on proactive communication skills, such as planning, monitoring, and managing interactions. By focusing on these metacognitive aspects, teachers can better educate students to use language correctly, strategically, and effectively in real-life situations.

In conclusion, the study's results show that strategic competence is not an extra talent but a basic one needed to improve oral communication skills, especially in multicultural situations. The strategic method helps students change how they use language on the fly, choose the right strategies for different types of communication, and connect well with others in real life. Because of this, the suggested method is a big step forward in teaching foreign languages to non-linguistic university students, and it opens the door for more research and new ideas in the subject.

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