

# Electroencephalogram(EEG)

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## ١. Introduction

The main objective of teaching and learning a language is to help students become proficient communicators in their chosen language. Early in the 1970s, communicative competence was incorporated into studies on second and foreign languages. Hymes(1972) defines communicative competence as the a language learner's ability to know what, where and how to speak efficiently in light of culture, tradition and common rules. There are four distinct subcategories of communicative ability according to Bachman (1995: 98):

**A- Grammatical/linguistic competence** is the capacity to apply grammatical, lexical and stylistic knowledge in both written and spoken context. However this proficiency is insufficient to achieve the goal of communication because there are other crucial non-linguistic elements that go into creating effective communication.

**B- Pragmatic/discourse competence** is the capacity to comprehend and convey deep meaning in a given context.

**C- Sociolinguistic competence** is capacity to comprehend how several cultures use stylistic, grammar and syntax to describe the same thing. The students should be aware of various social norms and rules that are prevalent in the target language's culture, as they are crucial to communication.

**D- Strategic Competence** is the capacity to overcome misunderstandings caused by a lack of expertise in linguistic, discourse, and sociolinguistic abilities through "paraphrase, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style" (Canale and Swain, 1980: 40).

## ٢-Basic Concepts of Strategic Competence

Among the various types of communicative competence proposed by Canale and Swain in 1980, strategic competence is one of them. According to Canale and Swain (1980: 30), strategic competence refers to

verbal and nonverbal communication techniques that can be used to make up the interaction breakdowns brought on by factors related to performance or a lack of competence.

Although many researchers have offered varying explanations of strategic competency, there aren't many significant differences between them. Some of their justifications include the following:

The term "strategic competence" describes the capacity to effectively communicate with others, particularly when there are difficulties with the communication process (Thurrell, ١٩٩١:١٧).

"Strategic competence is the mental power to carry information to a hearer and accurately understand information that be given; it comprises the use of communication strategies to find answer for the problems that emerge or become apparent in the process of carrying this information" (Alem , ٢٠٢٠:١٤٤).

Strategic competence is also defined as the capacity to overcome obstacles when communication breaks down through understanding of appropriate verbal and nonverbal communication strategies (Celce-Murcia, et al, ١٩٩٥:٧).

According to the aforementioned experts, strategic competence is the capacity for successful interaction with communicative partners, particularly when communication issues develop. Since communication breakdowns happen and must be resolved not just in a foreign language but also in one's mother tongue, strategic competency is pertinent to both L<sup>1</sup> and L<sup>2</sup>. When students have a solid grasp of syntax and a broad vocabulary but still find themselves trapped and unable to carry out their expressive aim, it may be due to strategic competence's lack. Such pupils might even fail spoken language exams, and their teachers frequently find it difficult to understand how that could happen to one of their 'best students'.

### ٣-Models of Strategic Competence

three different viewpoints have been highlighted

١-**Psycholinguistic perspective**: When preparing and carrying out a communication aim, speakers utilize verbal plans called "communication strategies" to get around obstacles.

٢-**Interactional perspective**: Communication methods include requests for assistance in addition to other cooperative issue-solving activities that

happen after a problem has arisen throughout the process of communication.

**٣-Communication continuity/maintenance perspective:** When there are communication barriers, there are ways to keep the lines of communication open while allowing for thought and preparation for speech.

#### **٤-Components of Strategic Competence**

Strategic competence has three components, according to Bachman and Palmer (١٩٩٦:٧٠):

- ١ - Assessment component:** it enables us to (١) determine the details—including the dialect or variant of the language—that are necessary to achieve a specific communicative objective in a given setting; (٢) Identify the linguistic abilities (native, second, or foreign language) that we have available to us in order to bring that information to bear on the communicative goal in the most efficient manner possible.; (٣) ascertain our interlocutor's ability and knowledge; and (٤) assess the extent to which the goal of communication has been achieved.
- ٢ - Planning component:** It draws pertinent information (grammatical, textual, illocutionary, and sociolinguistic) from language proficiency and creates a strategy whose execution is anticipated to meet the communicative objective.
- ٣ - Execution component:** It employs the relevant psychophysiological systems to carry out the plan in the mode and channel most suited to the communicative objective and situation.

#### **٥-Teaching Communication Strategies**

Experimental studies on teaching communication skills have favored doing so because it helps students become more strategic thinkers, which improves their ability to communicate successfully.

Cohen (١٩٩٨:١٥١) said that “explicitly describing, discussing and reinforcing strategies in the classroom and raising them to the level of conscious awareness, can have a direct pay off on students’ outcomes”. Students' performance on language tests may increase if teachers routinely introduce and reinforce skills that help them speak the target language more effectively. Students are more likely to deliberately adapt particular tactics to novel circumstances when they get explicit and overt strategy training.

Strategic competence training has been largely ignored. According to Tarone and Yule (١٩٨٩: ١١٤-١١٥), "there are few materials available at the moment that teach students how to employ communication strategies when difficulties arise during the transmission of information." The following useful suggestions for training in strategy are all geared toward improving certain facets of message modification and fund expansion abilities in an effort to close the gap.

- A. **Fillers:** Knowing and using fillers with confidence is a critical component of a learner's strategic competence because it is helpful in hesitation or delaying techniques could be employed to continue a conversation in challenging situations when language learners would otherwise become increasingly usually grind to a halt in their desperation. Fillers include, for instance, relatively brief structures.
- B. **Going off the point:** The ability to subtly 'get off the point' when you are unable to or don't want to respond to a question is another crucial component of strategic competence. Students will feel much more confident if they understand how to avoid giving a response or steer the topic in a particular way since they'll be confident that they can maintain control of the conversation regardless of what happens unexpectedly.

#### ٦-The Influence of Strategic Competence on language Test Performance

The results of each person's success on a language exam vary from one another due to a variety of circumstances. Performance on language tests is influenced by four primary elements, according to Bachman (١٩٩٠: ٢٤): Personal characteristics, random variables, communicative language skill, and test technique facet. The communicative language ability is one of the topics covered, and it offers a framework for how particular aptitudes correspond to how various people perform on a particular language test. Language competence, strategic competence, and psychophysiological mechanisms are the three key elements of this framework. The third of these three elements is strategic competence as a mental ability connects language competences, situational aspects, language users' sociocultural knowledge, and real-world information.

#### ٧-Can We Measure Strategic Competence?

Insofar as it appears that some users of language make greater use of their language proficiency in carrying out particular duties, strategic competence influences language performance. Similar to this, certain language test tasks appear to need strategic thinking more so than others. However, it is viewed more as a general skill that allows a person to use their abilities to their fullest potential when performing a specific task, whether that task involves the use of communicative language or involves non-verbal tasks.

Oller (١٩٨٣:٣٦٥) made the assumption that what he refers to as “a general factor of language proficiency , that involves the process of “pragmatic mapping” of utterance forms into the contexts of experience is the principal function of intelligence”. As opposed to that, (personal communication) asserts that language skills and intelligence are two different things. It might be incorrect to equate intelligence and strategic competency. However, it begs the question to simply write off strategic competency as a broad skill whose impacts on language test performance we cannot assess.

#### ٨-Conclusion

Being strategic is applying a methodical approach to any undesired communication that is utilized to keep a conversation from breaking down. It is an essential part of communicative competency that primarily determines the student's fluency and conversational abilities. The capacity to successfully structure a message and account for any challenges using strategies is known as strategic competence. There will always be instances in L<sup>2</sup> use where a learner's expressive intent and their capacity to convey that intent diverge.

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