

2. *It's important to build your confidence.* If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across²³.
3. *Try to experiment with the English you know.* Use words and phrases you know in new situations. Native English speakers are more likely to correct you if you use the wrong word than if you use the wrong grammar. Experimenting with vocabulary is a really good way of getting feedback.
4. *Try to respond to what people say to you.* You can often get clues to what people think by looking at their body language. Respond to them in a natural way.
5. *If you forget a word,* do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using um, or er, if you forget the word.
6. *Don't speak too fast.* It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.
7. *Try to relax* when you speak – you'll find your mouth does most of the pronunciation work for you. When you speak English at

²³ Brown, H. Douglas. 2000. Principles of Language Learning and teaching. San Francisco State university. Longman

of rules or limiting factors in their application such as fatigue, distraction and inattention²⁷.

Strategic competence occupies a special place in an understanding of communication. Actually, definitions of strategic competence that is limited to the notion of compensatory strategies fall short of encompassing the full spectrum of the construct. Strategic competence is the way we manipulate language in order to meet communicative goals. An eloquent speaker possesses and uses a sophisticated strategic competence.

Bachman place grammatical and discourse competence under one mode, which he appropriately calls organizational competence, all those rules and systems that dictate what we can do it with the forms of language, whether they be sentence level rules (grammar) or rules that govern how we string sentence together (discourse). Canale and Swain's sociolinguistic competence is how broken down into two separate pragmatic categories.

The first is functional aspects of language (illocutionary competence or pertaining sending and receiving intended meaning) and the second is sociolinguistic aspects (which deal with such considerations

²⁷ Brown, H. Douglas. 2000. Principles of Language Learning and teaching. San Francisco State university. Longman

