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# Challenges of teaching linguistic competence of students

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## ABSTRACT

English is the lingua franca of business, culture and higher education across the globe and what comes with it are the opportunities for success which is tantamount to language competence [2]. English has become more widely used in the past 20 years due to increased worldwide communication, education, business, and immigration. Consider a teacher's responsibility to help pupils learn and be competent in the English language, which includes not only linguistic competency but also teaching competence. This article revealed the importance of linguistic competence and the issues of teaching linguistic competence that teacher as well as students can face.

**Keywords:** Competence, linguistic competence, cultural diversity, dialectical variation, accent, curricula, assessment.

## INTRODUCTION

Linguistic competence, a term coined by Noam Chomsky, refers to the inherent ability of individuals to produce and understand the language, including its rules and structures, which guide effective communication. In the context of education, developing linguistic competence in students is a central goal of language teaching. Linguistic competence is not only used to communicate but also to understand language rules. This competence will not come automatically but must go through training and practice. A person is said to have skills if the person can act after they learn [1]. Given the complexity and variety of language systems, encouraging this development presents a number of obstacles. Individual student characteristics, cultural variety, and the various teaching methodologies used are frequently the source of these issues. This article investigates the main obstacles teachers face while fostering linguistic competence in students, as well as possible strategies for overcoming them.

## METHODS

The research for this article is mostly based on a thorough study of current literature, which includes scholarly papers, case studies, and educational reports on language acquisition and teaching approaches. Studies from a variety of educational settings—from primary schools to higher education—were analyzed to provide a comprehensive knowledge of the problems. Furthermore, personal teaching experiences and interviews with educators were used to provide a real-world perspective on the topic.

## RESULTS

According to the research some challenges of teaching linguistic competence are investigated. They are listed below:

Individual Differences in Learners' Linguistic Abilities. One of the most significant challenges in teaching linguistic competence is the wide variance in students' initial linguistic abilities. Learners come to the classroom with different levels of exposure to language, vocabulary, and grammatical rules. These differences can be attributed to socio-economic status, cultural background, and prior educational experiences. As a result, teachers often struggle to address the needs of all students simultaneously.

Cultural and Linguistic Diversity. In diverse classrooms, students may speak a range of first languages, which can affect their understanding of and proficiency in the target language. Dialectical variations, accent differences, and transfer errors from first languages can all create barriers to language learning. Additionally, cultural factors can influence students' approaches to communication, posing challenges for teachers who must integrate various linguistic norms into their teaching practices. Some students find it difficult to comprehend their teachers' accents [7]and understand lectures and study materials, leading them to resort to memorization [5].

Educational System Constraints. It is one of the teacher's key tasks which include setting up of a learning activity which effectively achieves the learning outcomes intended for each pupil [4]. Teaching skills such as lesson planning means having clear objectives and interesting activities, and instructional skills such as teacher enthusiasm, the use of reinforcement, and motivation of students [3]. Curricula and standardized testing often focus on grammatical accuracy and written language, neglecting other aspects of linguistic competence, such as pragmatics, discourse competence, and pronunciation. The emphasis on formal assessments can limit opportunities for students to develop comprehensive language skills in real-world contexts. Furthermore, large class sizes and limited resources can hinder individualized attention and differentiated instruction.

Teacher Training and Pedagogical Approaches. Teachers' understanding of linguistic competence and their ability to teach it effectively vary widely. Some educators may be untrained in linguistic theory or in the application of effective teaching strategies, which can affect their ability to impart these complex skills to students. Inadequate professional development and limited access to resources also contribute to ineffective language teaching. Effective teachers use a variety of instructional tactics and are aware of students' learning styles, which increases their sensitivity to student diversity. Curriculum content and pedagogy, on the other hand, refer to all the fundamentals of the teaching-learning process that work together to assist students achieve higher levels of learning and comprehension.

## DISCUSSION

While the obstacles described above are significant, numerous measures can be used to lessen their influence

and improve students' linguistic ability.

Differentiated Instruction: Teachers can adapt lessons to meet the varying needs of students by using diverse teaching methods, including interactive activities, collaborative learning, and multimedia resources. This approach can help students at different proficiency levels engage with the material in ways that best suit their learning styles.

Cultural Sensitivity and Inclusivity: By incorporating materials that reflect students' linguistic and cultural backgrounds, educators can foster a more inclusive environment. Promoting awareness of dialectal variations and encouraging students to share their language experiences can enrich classroom discussions and make learning more relevant.

Comprehensive Assessment Approaches: Rather than relying solely on standardized tests, teachers can implement formative assessments that measure all facets of linguistic competence, including listening, speaking, and pragmatic abilities. This approach allows for more holistic evaluations and provides students with opportunities for improvement in multiple areas.

Ongoing Professional Development: To address gaps in teacher knowledge and skills, schools and educational institutions should provide continuous professional development opportunities. These can include workshops on linguistics, language acquisition theories, and current best practices in language instruction.

## CONCLUSION

Teaching linguistic competence to students is a multifaceted challenge that requires a nuanced understanding of both language systems and learners' diverse needs. Addressing the challenges of individual differences, cultural diversity, educational constraints, and teacher preparation can significantly improve language teaching outcomes. By implementing differentiated instruction, embracing cultural inclusivity, adopting comprehensive assessment methods, and investing in teacher development, educators can foster linguistic competence in a more effective and holistic manner. Ultimately, overcoming these challenges will not only enhance students' language abilities but also their overall academic success and communication skills in diverse contexts.

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