



EFFECTIVE WAYS OF DEVELOPING LINGUISTIC COMPETENCE OF YOUNG LEARNERS

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Annotation: This article deals with the effective ways of developing young learners' linguistic competence. Linguistic competence is part of a larger theory of linguistic behavior known as universal grammar, which explains language as a natural ability with which young learners are born and which becomes refined as they develop.

Keywords: linguistic competence, young learners, develop teaching, effective, component, element, and speaker.

Competence is a recognized expertise or ability of a person. This word is of Latin origin (cometare, competentia = to achieve, be better). The term "competence" was first related to language by Chomsky, who defines it as a fluent knowledge of grammar possessed by the native speaker, which enables the said speaker to produce the correct sentences in their native language. Chomsky makes a difference between the competence of the native speaker as an innate knowledge of language and the performance, the real use of language in actual situations.

Linguistic competence is a term used by speech experts and anthropologists to describe how language is defined within a community of speakers. This term applies to mastering the combination of sounds, syntax and semantics known as the grammar of a language. People with such competence have learned to utilize the grammar of their spoken language to generate an unlimited amount of statements.

Nowadays the main goal of teaching any foreign language is to teach young learners to communicate in the target language. However, communication is impossible without knowledge of grammar, phonetics, orthography and especially vocabulary. That is why

at the secondary school teachers should pay much attention to forming linguistic competence as one of the main components of communicative competence.

However, developing young learners' linguistic competence cannot be achieved overnight unless learners are exposed to and practice authentic language use. Besides, research into linguistic competence of young language learners has proven that linguistic proficiency does not really guarantee a concomitant level of linguistic proficiency. Even advanced learners with high linguistic proficiency may fail to interpret or to convey messages as native speakers do in real life. Therefore, linguistic competence should be an important asset to a person, and thus rehearsing linguistic skills alongside other linguistic aspects should be one of the objectives of language teaching in formal education.

In order to make young learners become communicatively competent in the teaching language, there is today a shift from previous traditional frameworks which considered language as a formal system based on grammar rules, towards a more communicative perspective. In fact, teaching a language exceeds the mere acquisition of grammar rule, and should aim at making learners use the teaching language appropriately in different contexts.

It is widely agreed among most researchers that the useful way of linguistic development is through explicit instruction which comprises awareness raising activities. That is, the teachers who present to their learner's linguistic aspects, for example, speech act in a clear and direct way and assign them some tasks that are intended to raise their production and comprehension of speech act are likely to have positive results. Here, we will suggest some of these tasks.

Tasks to develop learners' linguistic competence

Among the tasks that are brought into play to develop learners' linguistic competence, we can set the following:

1. Role-play activities: in the role-play activity, learners are given opportunities to use the speech act under study. First, the teacher supplies the learners

with information about the situation and their roles. Then, learners have to perform the roles after discussing the appropriate speech act. Acting out different roles in various situations makes learners more familiar with the natural use of speech act.

2. Contrastive role-play activity: is a type of role-play where learners are required to play a set of roles with different sociolinguistic factors, each time. This activity draws learners' attention to the effect of sociolinguistic elements such as status, social distance on their production of linguistic forms.

3. What are they saying? Is an activity that has been introduced by Edwards and Csizér. It aims to raise the learners' consideration of the sociolinguistic features in their construction of speech act. This task begins by providing learners with a situation and distributing randomly the roles. That is, the teacher attaches for every participant in the play a paper in his/her back which contains his/her role. Then, the learner has to guess his/her role from the way other participants talking to him/her. Based on his/her inference s/he can act out appropriately the speech act in the play.

4. Feedback and discussion: is the space where learners are given opportunity to talk about their beliefs on the similarities and differences between their MT pragmatic norms and the TL ones. Providing feedback and discussing with other learners the linguistic aspects enriches the learners' sociolinguistic competence (the TL appropriate use) and draw their attention to the possible areas of the negative transfer or misunderstanding.

The list of used literature

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