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Linguistic competence language

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Abstract. Linguistic competence, language, a language and speech acts constitute realities to be found in speaking. They all are nothing but aspects of the same reality, the activity of speaking formed and effected by human subjects who are free and creative, absolute and contingent, transcendent and historical. Since speaking is something known by speakers even before the performance what linguistic competence is can only be estimated out through self-reflection and proof of it in the verbal behavior of speakers.

Keywords. The human subject, speaking, knowledge, activity.

I. Introduction.

Linguistic competences are related to the use of language through the expression and construal of concepts, thoughts, feelings, facts, and opinions in demand to perform oral and written discussions. Such interactions may take place in diverse social and cultural contexts, which will regulate the characteristics of the language written or spoken, such as the grammar, pragmatic, and sociolinguistic characteristics.

Linguistic competences are vastly associated to communication competences and they are even seen as equal. Within scientific production and communication, linguistic capabilities are related to the adequate use of language, particularly written, and they are characterized by: (1) the adequate use of written language and structuring of content; (2) reading and writing of scientific documents in the reader's native language; and (3) reading, writing, and translation of documents to other non-native languages, particularly in the most used (e.g., English), translation may not indicate a complete ability of another language, but it must be good sufficient to allow its reading and interpretation.

Linguistic competences are also related to information competences, because the correct writing of scientific documents and the description of research findings demand the demo of information seeking, selection, compilation, and processing competences, which are supported in the comprehension and production of scientific texts for various audiences. Linguistic competences involve a set of skills, knowledge, and attitudes that are interrelated and mutually supported in order to conduct a successful scientific communication that may be destined to different communities or audiences (scientific or the general public), who will be able to understand the communicated knowledge and even use it, provided that they have been correctly materialized from a linguistic point of view.

Linguistic competence is the system of linguistic information possessed by native orators of a language. It is distinguished from linguistic performance, which is the way a verbal system is used in statement. Noam Chomsky introduced this concept in his elaboration of generative grammar where it has been widely approved and skill is the only level of semantic that is considered.

Linguistic competence, also known as language performance, refers to a person's subconscious knowledge of the rules governing speech in their first language. The term is also used in TEFL referring to students' competence in the target language.

According to Canal and Swain (1980), there are four underlying components of language that define linguistic competence:

➢ strategic competence – the aspect which all experts agree on as being the most important. According to Brown (1994), it

is the way in which students "manipulate" the language in order to achieve their aims, and Berns (1990) describes it as the ability to compensate for imperfect knowledge of the grammatical and sociological rules, etc.;

- grammatical competence – refers to comprehension of morphology and syntax, the use of vocabulary and its mechanics, including aspects such as pronunciation and intonation;
- competence in speech – means the ability to apply the formal aspects of a language coherently in order to keep the communication comprehensible;
- sociolinguistic competence – is also an important part of language learning, because formal knowledge of a language does not prepare the student for using it effectively and fluently – it is also necessary to know what the likely outcome will be in social and cultural terms.

Linguistic competence, communicative competence, and interactional competence have had a reflective effect on second language teaching, learning, and testing. Although an extensive number of scholarships have been accompanied on these three competencies, they have not been conflated for argument in a single study. Totaling this member to the jigsaw, the current paper explores these three competencies in depth.

Conclusion

Linguistic competence consists in the activity of speaking, the implicit knowledge to speak, the valuations of speech and the contents born in speaking. Since speaking is speaking in a particular language the description of linguistic competence is the description of the so-called idiomatic knowledge involving speaking in general, speaking a particular language and speaking individually.

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