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Title: DEVELOPING THE LINGUISTIC COMPETENCE OF B1 LEVEL STUDENTS BY IT AND INNOVATION TECHNOLOGIES

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DEVELOPING THE LINGUISTIC COMPETENCE OF B1 LEVEL STUDENTS BY IT AND INNOVATION TECHNOLOGIES

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ABSTRACT: Developing Linguistic competence has always been a problem for B1 learners as second language and especially for English learners. Linguistic competence includes lexical, phonological and syntactical knowledge and skills and other dimensions of Language as a system. Learners are not given enough knowledge about how to use the language appropriately and even if they do learn to use it appropriately they are unable to decide when, where and how to use the knowledge.

Keywords: Lexical, Grammatical, Multimedia using, B1 learners, Computer Assisted Language Learning; Learners' Linguistics Competence.

INTRODUCTION

Linguistic competence is the system of linguistic knowledge possessed by native speakers of a language. It is distinguished from linguistic performance, which is the way a language system is used in communication. Noam Chomsky introduced this concept in his elaboration of generative grammar, where it has been widely adopted and competence is the only B1 level of language that is studied. According to Chomsky, competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by "grammatically irrelevant conditions" such as speech errors.[1] In Chomsky's view, competence can be studied independently of language use, which falls under "performance", for example through introspection and grammaticality judgments by native speakers.

Many other linguists functionalists, cognitive linguists, psycholinguists, sociolinguists and others have rejected this distinction, critiquing it as a concept that considers empirical work irrelevant, leaving out many important aspects of language use.[2] Also,

it has been argued that the distinction is often used to exclude real data that is, in the words of William Labov, "inconvenient to handle" within generativist theory. Linguistic competence is treated as a more comprehensive term for lexicalists, such as Jackendoff and Pustejovsky, within the generative school of thought. They assume a modular lexicon, a set of lexical entries containing semantic, syntactic and phonological information deemed necessary to parse a sentence.[3][5] In the generative lexicalist view this information is intimately tied up with linguistic competence. Nevertheless, their models are still in line with the mainstream generative research in adhering to strong innateness, modularity and autonomy of syntax.

Methodology

The problem with English language teaching B1 level learners and learning is that the requirements for English language are not fully met because the teachers have less command on computational skills and its use in English language classroom. Not just the teachers but the students are also not aware of the benefits of using computers and gadgets for learning language. Computers have made classrooms

interactive and students can easily communicate with the learners around the world at anytime and anywhere. In addition, multimedia provides the students with the material other than the textbooks. As it is said computers provide the learners with real life materials of the target language that connects the learner with the culture of that particular language[4,7]. Learners can become active participants in the learning process rather than passive recipients since they control their own learning in a technology-enhanced learning environment.(Brown, 2006)

Computer acts as a tutor because it helps in assessing the learner's reply, recording it, pointing out mistakes and giving explanations. In this way, they claim the learner is guided to find the correct answer. By reading a text or by listening to the speakers of the target language and trying to reply to the answer following them helps students to learn how to communicate not just accurately but appropriately.(Kenning & Kenning, 1990)

Result and discussion

As a result of reviewing the use of CALL websites and web tools for improving communicative competence in language classrooms, it is found that;

1. B1 learners could understand the instructions in the websites and web tools after a week of practice.
2. Listening and speaking skills were very interesting and motivating for the students. It was also noted that when integrating listening and speaking skills with reading and writing skills, the task became more lively and energetic till the end.
3. Grammar activities on different websites made the learners competent linguistically. The activities were a little boring in the start but when integrated with songs and listening to the rules of grammar through an audio clip, made it interesting for the students[8].
4. Phonics was neither too boring nor very interesting but a bit difficult to understand. It was important for the teacher to first teach them about the sounds before giving them phonetic

exercises. Practicing phonics was another step in the improvement of linguistic competence.

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