LINGUISTIC PROBLEMS IN LANGUAGE LEARNING

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Abstract
This article discusses the linguistic problems confronted by students based on the written assignments. Results revealed that the students suffer from a variety of linguistic problems.

Keywords: Language, problems, lexico semantic groups; lexical means, linguistics competence.

Introduction

In applied linguistics (AL) today the term "language problem" has become a key concept. Davies (2004) argues that the discipline is primarily devoted to seeking a practical answer to a language problem: (p.19) A problem arises where applied linguistics tries to encompass all kinds of real, world language problems. This huge and unlimited scope of AL may suggest, or the one hand, that AL has become a very powerful disciplines, taking up everything concerning language and any of its related problems. On the others hand, it implies that AL lacks a focus, for when it deals with everything. It eventually deals with nothing. (Hult, 2008, p.12).

There three more substantive issues in the following:

1. the potential benefits of a more psychological angle when most language and identity research tends to be predominantly social;

2. the importance of clarifying the interrelationship between individual agency and social structures in language and identity research;

3. the potential benefits of including a socioeconomic stratification and social class angle is research which tends to prime identity politics

Nowadays, types of competence are distinguished: linguistic, communicative, speech", ethno cultural, stylistic and other. An analysis of the literature on the research problem indicates an ambiguous interpretation of these terms in linguodidactics. The terms linguistic and linguistic competence in the methodology of teaching the mother tongue are used as synonyms or delimited and defined as independent. Learning linguistics at degree level is an intellectually enriching journey, offering insights into the structure and function of language. Linguistics learners are often faced with dense theoretical materials such as generative grammar or semantics. Linguistics students are required to work with data such as syntactic structures or phonetic patterns. Studying linguistics at degree level offers incredible insights into human language.

A lexicon- semantic group is a smaller lexical group consisting of words of some part of speech that are linked by a common concept.

Semantics is the study of how language is used to represent meaning. Semantics purpose to understand how literal meaning are linguistically encoded and decoded by speakers and hearers.

Semantics has a narrower scope of investigation in that it restricts its concern to linguistic aspects of mearing. Within semantics there are various the critical approaches including formal semantics which uses propositional logic to capture relation between linguistics expressions

While this general associative concept is useful, more precise lexical relations are often identified to clarify the links between particular words they are homonym, polysemy, synonymy, antonym and etc.

Homonymy is unrelated meanings of words that either sound the same or are written the same. Different serves of the some "phonological word are related is identifiable ways this is termed polysemy. Polysemy has received significant attention in research on lexical semantics, as aspects of word nearing are after systematically related through alternations that shed light on general cognition. Polysemy investigated by Pustejousky (1995) Count/Mass alternations

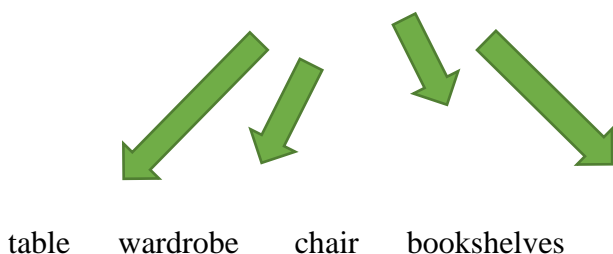a) The lamb is running in the full.

b) James ate lamb for breakfast.

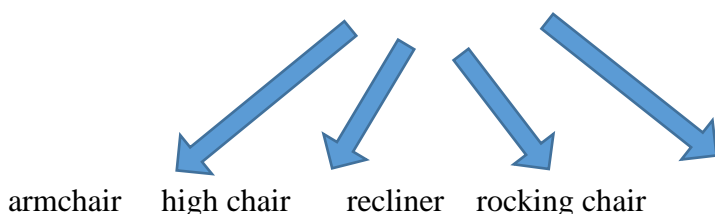Hyponymy may be easily illustrated with either living things or artifacts.

The word armchairs a homonym of chair, which is a hyponym of

For example

Furniture

table   wardrobe   chair   bookshelves

Chair

armchair   high chair   recliner   rocking chair

Chomsky (1965) emphasized the difference between linguistic competence, the speaker's hearer's knowledge of his language and performance, the actual use of language in concrete situations he points out that, linguistic theory is concerned primarily with an ideal speaker - listens, in a completely homogeneous speech community who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations distractions,

shifts of attention and interest and errors in applying his knowledge of the language in actual performance. (p.4)

The right way of doing AL expectedly yields a systematic attempt to correct learning errors, settle controversial issues, face challenges, overcome difficulties select and discuss topics of interest. Because, effective writing is a crucial skill for academic success. It serves as a medium through which students can express their knowledge, thoughts, and ideas clearly and persuasively. However, many students struggle with linguistic challenges that make it difficult to produce coherent and well-structured written assignments. These issues are often compounded by the demands of academic writing, which requires mastery of specific conventions, including the use of formal language, logical organization, and proper citation practices.

Linguistic barriers can manifest in various forms, ranging from grammatical inaccuracies and limited vocabulary to problems with coherence, cohesion, and adherence to academic style. Such difficulties not only affect students' grades but also undermine their confidence and ability to communicate effectively in both academic and professional contexts. The root causes of these problems often include inadequate exposure to academic writing practices, limited proficiency in the language of instruction, and insufficient guidance or feedback during the learning process.

Grammatical issues are among the most frequently observed problems in student writing. These include subject-verb agreement errors, incorrect tense usage, and sentence fragments. Such errors disrupt the flow of writing and often confuse the reader. For instance, students frequently misuse verb tenses when discussing past events or presenting hypothetical scenarios.

Vocabulary selection is another area where students struggle. Many assignments reveal limited lexical variety, overuse of basic words, and incorrect word usage. Misuse of academic terminology or reliance on informal language further detracts from the quality of writing.

Students often face difficulties in structuring their ideas logically and connecting them effectively. This lack of coherence and cohesion results in disjointed paragraphs and unclear arguments. Common issues include abrupt topic shifts, lack of transition words, and inconsistent use of pronouns.

Inappropriate use of punctuation marks, such as missing commas or excessive exclamation points, is a recurring issue. Additionally, spelling mistakes and inconsistent capitalization negatively impact the readability of assignments.

Adhering to the conventions of academic writing is a significant hurdle for many students. Informal expressions, personal anecdotes, and contractions are often present in assignments where a formal tone is required. Furthermore, students frequently struggle with citing sources correctly, leading to issues of plagiarism.

Several factors contribute to the linguistic challenges faced by students. Limited exposure to academic English, inadequate practice in writing, and insufficient feedback on assignments are prominent causes. Additionally, multilingual students often face interference from their native languages, further complicating their efforts to write effectively in English.

To address these linguistic problems, educators and institutions can implement targeted strategies such as offering workshops and writing centers can provide students with practical

guidance on grammar, vocabulary, and academic style; incorporating lessons on coherence, cohesion, and formal writing into the curriculum can help students understand expectations; providing detailed feedback on assignments and encouraging revisions can foster improvement; access to online tools, such as grammar checkers and academic vocabulary lists, can support independent learning.

Conclusion

Linguistic problems in student writing are a pervasive issue that require concerted efforts from educators and institutions. By understanding the nature of these challenges and implementing effective support systems, it is possible to help students develop strong writing skills. This, in turn, will empower them to succeed academically and communicate effectively in their professional and personal lives.

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