

Linguistic Competence on Employability, Mobility and Visibility

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Abstract

Linguistic competence is very necessary for employability, mobility and visibility. No linguistically competent person can be unemployable, immobile and invisible. In other words, a lot of people are not employable, mobile and visible because they are not linguistically competent. Every potential worker who aspires to move and gain visibility is expected to be phonologically, grammatically, syntactically, semantically and morphologically proficient. This study investigates the potential effects of linguistic competence in employability, mobility and visibility. This study adopts a qualitative-descriptive design; data were collected from interviews with lecturers in Mountain Top University, Ogun State, Nigeria. Edward Thorndike's Connectionism (1898) and Dell Hymes (1972)'s Communicative Competence are the theoretical frameworks for this study. The study reveals that good voice texture as one of the non-linguistic competences that can accelerate employability, mobility and visibility.

Keywords: linguistic incompetence, employability, mobility, visibility, interviews

Contribution/ Originality: This paper has contributed to the field of Sociolinguistics by revealing the potentiality of proper application of paralinguistic competence of pitch, rate of the voice, volume of voice, gestures and touch as necessary tools for quick employability. This study therefore attempts to fill in the gap by suggesting an interactive-communicative linguistic competence that includes all forms of competencies needed for employability, mobility and visibility.

1. Introduction

Linguistic competence is a common term in linguistic world and is directly associated with Noam Chomsky, a prominent 20th century; linguist. Any time it is mentioned, the concept of performance comes to mind to everyone who has passed through the department of English or its related studies where *Linguistics* is taught. For those in other fields of human endeavours competence is related to their fields such as Chemistry competence, Engineering competence,

agricultural competence, computer competence, and so on; hence, Chemistry competence, etc. This (competence) may be interpreted as one's ability and capability to do things perfectly in one's area of specialization

Linguistic competence is an indispensable tool for employability, mobility and visibility. It can open doors for someone's international mobility. One who is able to write appropriately has employment opportunity edge over those that are incompetent linguistically. Those who can speak and communicate well in the public; they have the ability to advertise, negotiate and interact well with people can have the opportunity to move, and gain visibility easily than those who are deficient linguistically. They also have good interpersonal relationships because of their good command of language. They can easily think right and solve life problems through their highly valued cognition.

According to Noam Chomsky (1965), linguistic competence is an underlying knowledge that an individual has that allows him or her to produce infinite number of sentences. An ideal speaker-listener is said to have a mastery of the language spoken in his or her community, and is able to internalize a generative grammar. This term "linguistic competence" was introduced by an American linguist, Noam Chomsky who explains that humans have innate grammatical knowledge that enables them to use language creatively and accurately. Chomsky differentiates linguistic competence from performance. According to him, Linguistic competence is the "knowing" while performance is the "doing", i.e. the ability to perform activities or the ability to use language for communicative purposes. According to (Perniss 2018), Chomsky's linguistic competence or de Saussure's langue is based on the fact that language exists in spoken and written forms.

Chomsky's theory of competence has been criticized by a number of linguists, championed by Dell Hymes (1972). According to (Kamiya 2006), Chomsky's theory is "insufficient to explain an individual's "language behaviour as a whole" (Ohno 2006: 26). It is in the light of this inadequacy that the research attempts to add her contributions to the study of linguistic competence with a view to investigating holistic linguistic competence in employability, mobility and visibility. Dell Hymes (1972 as cited in Young 2008) explains that individuals' competence should not only reflect their knowledge of language forms and structure, but the way people use language in real life situations. Hymes further propounds his communicative competence; this includes knowledge of a language, message types, whom communication is addressed to, how to communicate and the socio-cultural knowledge of the communicators. Scholars (such as Canale and Swain's 1980) have modified Hymes theory of communicative competence. Also, Bachman in 1980s (as cited in Abdulrahman and Abu-Ayyash, 2019) propounded a communicative language theory which has two major components' (i) the language component and the (2) strategic competence. The language knowledge includes the organizational and pragmatic knowledge while the strategic competence includes setting goals, assessments and planning (Abdulrahman & Abu-Ayyash, 2019).

To further strengthen the theory of language competence, Claire Kramsch (1986) founded the theory of interactive competence; and this takes care of not only individuals' communicative competence but the abilities, actions and activities of the communicators are being put into interactions. This has also attracted many scholars (such as Tracy and Robles 2013) who have modified Kramsch's theory.

Also, Nordquist (2020) explains that linguistic competence is the unconscious knowledge, a grammatical or I-Language that allows speaker to understand and use a language. Individuals need to use both innate knowledge as well as knowledge accrued from their experiences in the society to do things with them. Ability to use these knowledge is an added advantage in employment, movements and visibility.

Linguistic competence, according to Kenjaeva (2019) is formed through educational activities, receptive activities and reproductive activities. Khomenko et al. (2023) opine that improvement of the phonological, grammatical, lexical, and orthoepic and orthographic components of language are important for improvement of linguistic competence. Linguistic competence includes grammatical, phonological, morphological, syntactic and semantic competences that allow the native speaker in particular to generate grammatical sentences from ungrammatical sentences. It is sacrosanct in the sense that without it, there may not be linguistic performance (the actual use of language in actual situations which influences memory limitation, processing constraints and communication goals). It can also be the spoken and written language (the most important communicative tools among human beings (Alsaawi, 2007) that an individual possesses that will enable him or her to work either effectively or otherwise.

Linguistic competences of spoken and written languages are manifested through listening skills, speaking skills, reading skills and writing skills. For an individual to be employed, and be able to move around and get visibility everywhere or in limited spheres such an individual needs to be linguistically competent. This entails but not limited to one's ability to speak and write fluently; grammatical and syntactic accuracy of an employer or employee, one's ability to pronounce words correctly in the right contexts; intelligibility occasioned by good sentence construction, well articulation of words and expression, and good organisation or ideas and information by employees and employers. Hans & Hans (2017) explain that good grammar reduces confusion in employees.

In this research linguistic competence means linguistic, non-linguistic, pragmatic, cultural, contextual and social competencies. This is what the author terms, the Interactive-Communicative Competence (ICC). In other words, it is the combination of what we know about a language, "individuals' knowability", how people exhibit what they know in numerous real life situations ("individuals' exhibibility through knowability") in various contexts as well as the paralinguistic cues such as the voice texture, the handwriting, the rate of speaking, and other non-verbal aspects of language used in communicating for employability, mobility and visibility. The ICC here, includes, the linguistic, interactive, communicative, paralinguistic, pragmalinguistic, discourse, cultural knowledge and skills that people need to have as well as their performative competencies ("professionabilities").

This contradicts Chomsky's speaker-listener's knowledge and performance (Lineil 2004). It is advancement and a modification of Hymes' communicative competence and Kamsch's interactional competence. It is a holistic language competence that takes into consideration all forms of skills that relates to language, employability, mobility and visibility.

The effects of linguistic competence are enormous, long-lasting and positive. Those who are linguistically competent are bold, flexible, friendly (because they understand choices of lexical items on every linguistic and non-linguistic context), fluent, have good commands of all aspects of language; pronunciation, enunciation, articulation, listen to their voices, know how to manage their audience that they address and fit into any communicative contexts. By so doing, they command public respect; move from place to place, have many followers and become

visible. Mirkhaydarovna et al., (2023) explains that linguistic and non-linguistic competencies are very important.

For an individual to gain employment, maintain employment and change employment at will, such an individual must be linguistically competent. The advantages of linguistic competence are numerous. Besides individual's personal empowerment for employability, mobility and visibility, many organisations and nations have been benefiting from linguistic competence hence, many have made it compulsory for people whom they want to employ must be linguistically good. Considering the importance of language skills on employment, many countries have been it mandatory that employees need to be proficient in language use. Bakar, et al., (2007) maintain that language requirement is a big issue with regard to employment in Malaysia.

To be linguistically competent entails that an individual understands all levels of language and how they are used appropriately in different contexts and actually use them to enhance, maintain, retain and change employments. Linguistic competence will automatically lead to the employees' physical, digital, and other forms of movements (such as crosswise, locally, nationally and internationally). With these movements, physical, geographically, nationally, globally, digitally and otherwise visibility are easily possible. Paul (2023) observes that the importance of movements in digital resides in visibility.

This research answers the following questions:

- i. What are the linguistics aspects that enhance employability?
- ii. How does linguistic competence affect mobility affect?
- iii. How is visibility affected by linguistic competences?

2. Literature Review

2.1 *The concept of Competence*

Competence is an umbrella term used in all fields of human endeavour. All aspects of human activities have competencies, (i.e. the abilities to do one thing or the other). According to Lehmann 2007), competence is the ability to manifest certain behaviour and to perform a certain activity. Hager & Gonczi (2009) opine that "competence is essentially a relation between abilities or capabilities of people and the satisfactory completion of appropriate task"

Some of these are linguistic, social, cultural, digital, interpersonal, emotional, professional, leadership and problem-solving competencies. Linguistic competence entails one's ability and capability to use language effectively in communicative contexts. The ability to interact effectively with people in different cultures with the understanding of different cultural norms, values and communicative styles is the domain of cultural or intercultural competence are interesting aspects of linguistic competence. Cultural competence, according to Flakerund (2007) is:

A set of congruent behaviour, attitude, policies and structures that come together in a system or agency or among professionals and enable the system, agency or professionals to work effectively (121)

Ability to use virtual tools effectively is digital competence. Rodríguez-Moreno, et al., (2023) highlight the great influence of digital tools on university students as necessary in developing team work and social network. Interpersonal competence means that one is able to interact and communicate well with other and the empathy skills, active listening and ability to solve conflict reside in interpersonal competence. Knowledge, to recognize, understand and manage one's

emotions and that of others effectively is emotional competence. Ability to lead, motivate and inspire others with communicative skills, delegation and conflict management falls under leadership competence. Professional competence is ability to understand occupations and individual professions effectively.

Linguistic competence for example comprises grammatical competence (Rienties, et al., 2022) grammar, syntax, morphology, semantics), lexical competence (meaning, spelling, appropriate choice of words and usage and knowledge and understanding of vocabulary), phonological competence (sound system of a language and pronunciation rule), pragmatic competence (ability to use words effectively in different social contexts including understanding of idiomatic expression, conversational implicature and politeness strategies), discourse competence (ability to understand and use connected stretches of language in conversation, stories, interaction; and ability to understand and use cohesions) and sociolinguistic competence (the ability to understand and use language effectively in different social and cultural context including ones' ability to understand registers, dialect and social-cultural norms).

2.2 Linguistic Competence

Linguistic competence, the language abilities of a speaker (phonological, syntactic, grammatical, semantic and pragmatic competence) is very necessary in employability, mobility and visibility. Without competence there is no performance. According to Matalines (2023):

Linguistic competence means the system of rules that govern an individual's understanding of what is acceptable and what is not in the language. Operationally, it is the level of competence displayed by students and teachers based on the adapted linguistic competence test for students and teachers, respectively (48).

More than Matalines' observation, linguistic competence, such as linguistic, cultural, organizational, pragmatic, discourse and social competences is necessary in today's world. This also includes linguistic performance which deals with the actual language knowledge, use and application in real life situation.

Performance is manifested through fluency, accuracy, lexical choices, pragmatic abilities, pronunciation, enunciation, articulation, intelligibility, discourse structure and linguistic contexts of the speakers.

Fluency is obtained through smooth delivery through adequate knowledge of vocabulary, sentence constructions and speaking and writing speeds. Accuracy is the extent in which language conforms to the rule and convention of grammar, phonology, semantics, syntax and morphology. The speaker's or writers' proficiency in language use determines the level of his or her accuracy. Lexical choices such as selections of words and phrases, (Smith, & Vasisht (2020) to convey meaning so as to affect clarity, precision and effective communication are necessary. Pragmatic approach (the use of language in contexts) such as care of social norms, cultural expectation, and communication goals and the knowledge of how language should be used appropriately in different formal and informal settings are also very important; pronunciation (ability to articulate and produce sounds of language accurately and intelligible

helps speakers in understand and perceive what others are saying . intelligibility (the extent at which individuals understand speakers or writers is affected by pronunciation, vocabulary and sentence structures.

Paralinguistic cues such as the tone of the voice, speed, volume, facial expressions, movements, gestures, touch and other non-verbal features affect employability, mobility and visibility.

2.3 The Concept of Employability

Employability is the capacity for an individual to be employed, maintain employment and get new employment when necessary. Yorke (2004) observes that employability is the achievement, skills, understanding and personal attributes that graduates need to have to be employable and enjoy their employments.

Various factors such as skills, knowledge, and qualification, personal attribute, and experience, individual's mindset, economic and a conducive labour market are responsible for employability. Having the right skills (technical, communicative and interpersonal) and qualifications (English language, Literature, Mass Communication) are necessary for employability. Key factors such as linguistic competence, continuous education, skills developments, and adaptability (to new skills, environment, situation, working conditions) influence employability. Bailey (2003) identifies three employability skills such as (occupational skills, employability skills and basic academic skills (such as the use of grammar, spelling and communication skills)

Communication skills, technical skills/ professional skills and linguistic skills are very necessary in employments. According to Nghia, et al. (2023), English communication skills are highlighted as passports to secure jobs.

Yorke's (2004) perspective of employability seems to receive much attention from people. He refers to the employability as a 'set of achievements, skills, understandings and personal attributes—which makes graduates more likely to gain employability and be successful in their chosen occupations' (8). Also, possessing necessary and relevant work experiences through internships, (Rogers, et al., 2021), volunteer works, trainings, and workshops is very important for employers.

Building and maintain professional networks and having effective job search strategies and marketability skills are also necessary for employability. Again, the ability to think critically to solve present problems and issues, being creative and innovative can make someone to be very useful in workplaces (Treffinger, et al., 2023).

Self-awareness and self-management (Kim & Wee 2021), ability to understand one's self, strengths, weaknesses, careers; and ability to manage and control one's emotion, time, resources are basic ingredients of employability. Having positive attitude towards coworkers (especially managing difficult people) and the job (willingness to work despite all odds) as well as motivations to succeed are germane to employability. Again, adherence to professionalism and work ethnics (Dunn, & Sainty, 2020) such as punctuality, integrity, earnestness, politeness, respect and hard-work can act as catalysts for employability.

2.4 Mobility

Mobility is one's ability to move freely and easily from one place to another (human mobility De Haas, (2021) and adapt to different environments, situations and circumstances in which one moves to. This include but not limited to linguistic, physical, economic, religious, economic, social , geographical , digital and mental mobility.

Mobility in linguistics can be manifested through travels, transportation, and direction-related discourses, (Pangbourne, et al., 2020). In other words, movement whether, physical, economic, religious, social and otherwise denotes mobility

Also, language used to discuss immigration, migration and mobile population, language of identity, belonging, borders and cultural adaptation. Language of disability and accessibility, terms related to mobility, accessible design and inclusive language, social mobility, educational opportunities, and career advancement, social class, inequality and social justice.

Physical mobility (Xu, 2022) means one's ability to walk, run, hog, or use assistive devices to move from one place to another for independency and participations in various activities.

Economic mobility is one's ability to improve the economic status over time due to change of job or education. According to (Neidhöfer et al., 2025) "mobility is consistently associated with **economic** development." A situation where an individual, a nation's economy is dwindling, then economic immobility has occurred.

Religious mobility is both literary and applied. It entails the movement from one religious group to another as well as the change in one's religious lifestyle to another; improvement in one's religious endeavours. Political mobility means the change in political groups (Ford, & Jennings (2020) as well as political ethics. Mental mobility entails the change in mindset from negative to positive mindset. Where there are political wars, destruction of people and property from one political party to the other, then decline in political growth has taken place; and such a society not be said to be progressive.

Social mobility entails the ability of a person or group of people to move within and outside social classes in the society. This is measured by income, education or employments. Where there are no free movements, there occurs social immobility. Geographical mobility entails individual willingness to move from one location to another (Shamshiripour, et al. 2020) in terms of convenience, need for change of job, education, religious and /or political pursuits. It can also mean movements of goods and services from one location to another.

Digital mobility entails one's ability to have access to and use virtual technologies (virtual collaboration, digital nomadism (Hensellek, & Puchala, 2021), social media and remote works and services such as internet and mobile devices to communicate, work and have access to information across the globe. This is very crucial as the world is becoming a global village. Everyone should aspire to be move to digital scene.

There are many factors that affect mobility. Some of these are individuals' abilities, societal structures, opportunities for advancement or change and individuals' choices

2.5 Visibility

Visibility is a "polymorphous concept" (Martin 2023); a state of being seen in different contexts such as in religious, linguistic, physical, digital, social, marketing, political, religious, economic, international, organizational, etc. fields. Once an individual is prominent, he or she is visible. Highly educated people attract attentions of others who admire them directly and indirectly; and

may what to emulate them. People that occupy public offices are visible. Physical, geographical, digital and many others types of visibility are product of competencies.

Visibility in language means how authors, cinematographers (Mistry, 2021) and people generally use language to create vivid imagery or convey their meanings. Visibility in communication means the ability to clearly articulate ideas and make oneself understood in communication by the use of appropriate lexical choices, grammars, and rhetorical strategies to enhance clarity of messages. Visibility in societal contexts involves how language is use to give visibilities and representations to groups. It includes how language is used to reinforce power dynamics. In academic discourse visibility entails the ability to be involved in and contribute to scholarly discourses such as in media studies, linguistics and media.

Prominence and visibility are inseparable. There is no highly placed person that is not visible due to their involvements in one activity or the other. This entails that there are levels of visibility (Agrawal, et al., 2021). One can be visible in the family circle, organisations, village, but not visible in the towns, local governments, states or nations. Again, one can be visible locally but not internationally. The researcher will group visibility into three major types, the low visibility (were few people notice the pronounced figure) medium visibility (where average number of people notice the fellow) and high or very pronounced visibility (where an individual become a national and international figure).

Factors such as safety (Dora et al. 2022), accessibility, awareness and success influence visibility. A visible person takes security as key because there may be people who will go any length to destroy him or her, his or her reputations and even ensuring that he or she is exterminated from the world. As a result of visibility, many people may not be able to have access to a highly visible person. This person has high knowledge of almost all aspects of human life and existence and is successful. Their linguistic competence will give them added advantage to their lives and society.

2.6 Theoretical Framework

2.7 Edward Thorndike's Connectionism

This research is anchored on Edward Thorndike's Skill Theory of Connectionism (Block 2020) and Dell Hymes' interactive theory of communicative competence (Xakimov, 2024). Skill theory maintains that linguistic competence is a skill that can be developed through practices and exposure to different language contexts and actively engage in language use. Edward Thorndike is an American psychologist that laid the foundation for modern theories of learning and skill acquisition. His work on the "law of effect" and the "concept of stimulus-response" explain how skills acquisition is done through practice and reinforcement. Thorndike believes that learning is possible through the association of stimuli and responses.

Some basic concepts of Thordike's connectivity are (Surur 2021) : (i) law of effect, which stresses the role that consequences play in shaping behaviours and learning. Positive

consequences are likely to repeat while negative consequences are less likely to occur. (ii) Transfer of learning (skills learned in one context can be transferred and applied in another context. Linguistic competence is acquired basically in classrooms but transferred to work environments. (Iii) Law of Exercise (stimulus-response association depends on the strength of the association, which is either rapid or slow depending on the nature of the association. (Iv) Trial and Error Learning (Thorndike observes that animals will gradually learn to make correct responses by trial and error (Dorey 2020). (v) Incremental learning (learning is said to occur in a gradual way with skills and knowledge building upon each other over time.

2.5.2 Dell Hymes' Interactionist Communicative Competence

Interactionist approaches focus on the role of social interaction in language development and competence; it emphasizes that linguistic competence is not just dependent on the "knowing" but on the "doing" of language in appropriate various social contexts. Hymes' communicative competence entails the importance of understanding language in its social and cultural contexts; "what messages to communicate to whom, and how to communicate" (Saiville-Yroike 2003) messages effectively.

3. Methodology

Data were collected from employable people in Nigeria through semi-structured interviews. Interviews are "widely used in qualitative research as a way of getting access to participants' backgrounds, self-reported actions, opinions, thoughts, beliefs, or interpretations" (Heigham & Croker 2009 :120). According to Maduekwe (2011), interview yields a high percentage of returns and information obtained is likely to be more correct than through questionnaire and other techniques.

The population comprises 100 lecturers (from two major ethnic groups in Nigeria-Yoruba and Ibo) of which 10 participants constitute our sample population (7 doctors and 3 professors; 8 males and 2 females). The participants were purposively sampled and oral consents were obtained from them before time for interactions with them was fixed and interview later conducted. A recorder and notes were used to collect data; this was done to ensure that details of the interviews were captured accordingly. The recorded interviews were later listened to and excerpts randomly collected, presented and analysed based on content analysis. A research assistant was used to collect data from the interviewees.

Ten (10) interview questions (IQs) were asked and their responses analysed. The IQs were structured to capture the variables, linguistic competence, employability, mobility and visibility which automatically created three categories namely, Category A (CA) to Category C (CC).

3.1 Data analysis

3.1.2 CA: Linguistic Competence on Employability

All interviewees maintain that linguistic skills are sacrosanct in all aspects of employability. The respondents observed that knowing, mastery and exhibiting good grammars, aptness in listening, ability to read well and write explicitly could lead to ease employability. Many cited examples of themselves when they were interviewed for the present lecturing jobs; some were not employed

just because they were not able to measure up to expectations. The paralinguistic competence such as the nature of voice, the pitch, the rate of the speaker, the handwriting of the writer and even the carriage of the employer are crucial indicators of linguistic and non-linguistic competences that can lead to employability or otherwise.

The ability to handle oral and written document, expression of power relation and remained employable is dependent on linguistic competence. Some respondents observe that the front desk officers/ receptionists, administrators, internal consultants, international relations, public speakers, news casters/broadcasters on radio, television, internet and other social media, and in every organisation, those that are limited linguistically cannot promote their organizations. Many respondents believe that individuals' (linguistic) intelligibility accelerates employability. Ability to listen, speak, write and read are what maintains retention and change of employment at well.

It was observed that linguistic competence does not necessary relate to all employments, (computer related-jobs do not necessarily need linguistic competence) but professional competence does.

Historical and contemporary scholars such as Obafemi Owolowo (Nolte 2023) Wole Soyinka, (2021) Chinua Achebe (2021), Osoba Joseph (2021) many Nigerian workers in different organizations, heads of almost all organizations, directors, heads and coordinators of units are employable because of their linguistic competence.

3.1.2 CB: Linguistic Competence on Mobility

Linguistic competence helps all forms of mobility, linguistic, physical, social, economic, geographical, digital and otherwise. Individual who are linguistic competence bring values into any organizations they are and these automatically make them mobile; people outside the organisation who be interested in reaching out to such linguistic intellectuals and as such increases their movement from one location to another.

3.1.3 CC: Linguistic Competence on Visibility

Linguistic visibility enhances social, economic, digital, and political and all forms of visibility. Cogent examples exist in Nigeria of prominent Nigerians who gain visibilities of different degrees through linguistic competence. The easiest way to gain visibility is to be linguistically competence. Through public and digital presentations, a linguistically competence person will attract a large audience and hence gains visibility.

4. Findings

The analysis of this study revealed that linguistic competence is indispensable for employability, mobility and visibility.

Non-linguistic competence such as the pitch of the voice, the volume, tone, quality, speed and accent of individual's voice can make one employable, mobile and visibility.

The study also showed that linguistic competence is specifically job-selective. In other word, grammatical, phonological, morphological, discourse, syntactic and semantic competencies are not relevant to all employments, mobility and visibility.

Again, the study revealed that some non-word features are not necessary in some jobs; therefore, the nature of the voice and articulations are not needed in some jobs.

The research also found out that linguistic competence is job-dependent. In other words, there are some jobs that employers do not need to be linguistically competent. Computer related jobs for example was identified as less linguistically necessary; while linguistic competence are highly necessary for media and media related job. It therefore means that some jobs do not necessarily need linguistic competence.

It found out that linguistic competence plays crucial roles in employability, mobility and visibility. It also enhances physical movements and increase in social interactions. People are announced naturally through their linguistic competence.

The study also revealed that people obtain high self-esteem, respect and recognition when they are linguistically competent.

In addition, the study revealed that employability, mobility and visibility are anchored on linguistic competence.

The research also showed that accrued values of employable people enhance their personal and organizational sponsored mobility and visibility.

4.1 Discussion

Linguistic competence is very importance for employability. It can open up employment opportunities. Kumar affirms this by stating that communication skills have paramount importance on employability. Linguistic incompetence therefore is hazardous.

Paralinguistic competence of pitch, rate of the voice and volume of voice, gestures, touch and other nonverbal features are necessary for employability. This is in line with Cocchiara and Bell (2016) who maintain that both applicants and the hr professionals need to understand the significant that accent and dialect have on perception of employability. Also, Azad (2022) supports the opinion that the importance of paralinguistic cues are for overall communication which employability, mobility and visibility are parts. Abi-Esber (2023) equally maintains that non-verbal cues are so important in communication.

The study revealed that mobility is obtained through language competence. This is in tandem with Itani, et al. (2015) who maintain that Language skills permeated the basic components of career competence – “knowing how,” “knowing why,” and “knowing whom” – and also enabled respondents to cross boundaries. The respondents who possessed the best language skills also demonstrated the highest levels of both psychological and physical career mobility. Gimenez & Morgan (2020) observe that language competence in necessary for mobility.

Linguistic competence is necessary for all forms of visibility. In line with this, (Makhmudov, (2020) explains that language is not only important in developing language but most importantly in visibility. Ritchie (2014) observes that language awareness increases visibility.

An individual’s voice may have no relevance to employability, mobility and visibility. Finzel, (2012) Observes that there is no significant relationship between language competence and linguistic visibility. The study also revealed that not all professions need linguistic competence to enable people to be employable. In other word, employability competence is job-

dependent. This contradicts Nghia et al (2023) who observe that English skills are highly demanded by employers in almost all job sectors.

Linguistic competence can lead to high self-esteem and confidence, increase information. Linguistic competence brings power. It retains job in Nigeria, it is a yardstick for people assessment of literacy and illiteracy.

5. Conclusion

This paper investigated linguistic competence as a veritable tool for employability, mobility and visibility. Employability is one's ability to get employment, maintain it through combined competencies; a capability to change employment as one likes it. Employability skills are therefore germane for all employers. Andrew and Higgon (2008) identify the major competencies needed for employability as professionalism, reliability, ability to work under pressures, ability to plan and think strategically, the capability to communicate and interact with others in teams or through networking, good written and verbal communication skills, information and communication technology skills, creativity, self- confidence, good self-management, time management and a willing heart to accept responsibilities.

The paper argues that Chomsky's, Hymes', Krasch's and other linguists' contributions to linguistic competence are good; but have not sufficiently explained linguistic competence in its entirety. This study therefore attempts to fill in the gap by suggesting an interactive-communicative linguistic competence which incorporates all forms of competencies from linguistics, cultural, professionalism, contexts, to all competences in other disciplines especially in employability, mobility and visibility.

6. Implications and Recommendations

This study is important to employees and employers of labour. The importance of linguistic paralinguistic and non-linguistic cues of workers in any organizations has a far more effects on the productivity or otherwise of these organizations therefore, every worker should learn the proper application of both verbal and non-verbal communication messages in workplaces.

This study is necessary because it provides a resource material for researchers, communicators and people who are interested or who are doing research in linguistics, employability, mobility and visibility. This study therefore recommends that communicative, interactive, paralinguistic and cultural competencies should be applied for employability, mobility and visibility.

Transparency: The authors explain that the manuscript is original and transparent. There is no major section of this work that is omitted. The study follows all writing ethics.

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