

ENGLISH LANGUAGE COMPETENCE AND NCF: 2005

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Abstract : *The term 'English Language competence' comprises competence of providing exposure of learning English language through four basic language skills i.e. Listening, Speaking, Reading and Writing. The above mentioned abilities of a teacher of English present English language competence. Competence of a teacher of English at primary level deals with technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely. It is not only related to a teacher's behavior but it is also connected with his performance. It presents the function of the teacher is to equip students with education with the help of various professional competencies that will enable him/ her to work efficiently with students.*

IndexTerms - English Language competence, Teaching, NCF: 2005

I. INTRODUCTION

The term 'competence' is the ability of a teacher to make classroom teaching effective. This term defined in teaching profession as an amalgamation of teaching skills, methods, ways of presenting any subject effectively, good language production, proficiency in language etc. It is an aspect of total personality of the individual. It aims at to teach each student the basic knowledge, skills, attitudes and values essential to competencies. The things which are related to bring competence in teaching are- professional training intelligence, interest in teaching friendliness, democratic behaviour, knowledge of teaching skills and feedback. So expert say about competence-

Boyatzis (1982) maintained that the components of competence are motives, traits, self-image, social roles, skills and knowledge.

Katz (1966) defined competence as an underlying characteristic of an individual that is usually related to criterion reference effective or superior performance in a job or situation.

Under the term competence, there are various competencies have to be developed. Let's us understand competencies through experts' point of view.

Donald M.Medley (1982) stated that the teacher competencies as those of knowledge, abilities and beliefs a teacher possesses and bring to the teaching situation.

According to **S N. Sharma (2001)** "Competency is ordinarily defined an adequacy for a task or as possession of required knowledge, skills and abilities. It emphasizes the ability to do rather than the ability to demonstrate knowledge."

In the present study the term 'Competence' defined as the English language competence of the primary teachers. the researcher has developed ability of teachers of English in carrying out various language functions like Asking for permission, Asking for likes/dislike, Agreeing/Disagreeing, Expressing Ability, Expressing feelings, Giving instruction and responding, Talking about present event, Talking about past, Comparing, Introducing yourself/someone, Describing people and Daily routine. As a result of this experimental research, primary teachers would be able to communicate in English to students, teach English with the help of various learning activities, etc. mentioned in the below point-Competence of a teacher of English at primary level.

II COMPETENCE OF A TEACHER OF ENGLISH AT PRIMARY LEVEL

Competence of a teacher of English at primary level deals with technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely. It is not only related to a teacher's behavior but it is also connected with his performance. It presents the function of the teacher is to "equip" students with education with the help of various professional competencies that will enable him/ her to work efficiently with students. The teachers' competencies involve subject knowledge as well as the "pedagogical" knowledge, and the skills which enable the teachers to work with learner. Primary level is the base of language acquisition wherein a language teacher provides an exposure of language learning. Competence of a teacher of English comprises competence based on knowledge and competence based on profession. It is a broad term which includes knowledge of content and four basic language skills.

As suggested in the work of Mohanty (1992),the teaching competence of a teacher needs- knowledge of the subject, sincerity in teaching, mastery of the method of teaching, academic qualification, mode of expression, sympathetic attitude towards the students, discipline, student participation, proper use of aids and appliances in teaching and the art of questioning. The things which are related to bring competence in teaching are- Professional training, Intelligence, Interest in teaching, friendliness, democratic behaviour, possession of all round information, ability to judge reaction of others, training/ knowledge of teaching skills and feedback.

III COMPETENCE BASED ON KNOWLEDGE:

A competent teacher of English has a sound knowledge of the context, skills and understanding the activities being performed. This enables a teacher to repeat the performance and to transfer the competency to other situations and contexts. So, a teacher should have a sound knowledge of that subject/s.

A teacher should have the ability to-

- Use of various language learning material in effective way
- Use of proper method to make students learn English language easily.
- Utilize and enhance the approved curriculum.

- Provide learning ambience to students for language learning.
- Give learning practices to clear explanations relating to lesson contents.
- Inter-relate one content area to the other.
- Communicate accurately in the content area.

IV COMPETENCE BASED ON PROFESSION:

A teacher of English at primary level must be competent enough to provide good language learning exposure to students. He should have the ability to

- provide good exposure for listening.
- tell short stories in English.
- give reading practice.
- speak simple English.
- make students able to write loan words.
- enable students to develop interest in English.
- use English words in classroom.
- manage group/ pair activities for communication skills
- engage the students in dialogue for spoken language.
- use TLM in the class.
- manage the course content for the complete academic year.
- present the lesson through interesting activities.
- motivate the students to make the lesson interesting.
- evaluate the homework daily.
- give individual attention to the students.
- evaluate the students well.

V LANGUAGE COMPETENCE

“Language Competence is a broad term which includes linguistic or grammatical competence, discourse competence, sociolinguistic or socio-cultural competence and what might be called textual competence. The specific learning outcomes under “Language competence” deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words in practical applications.”

-Aysha Abubakirova (April 19,2015)

Language competence refers to the knowledge of a language, cognitive aspect in learning a language, and of course the ability to use that language to produce meaningful production and language performance. Competence is used to describe the learner's capacity to produce a language.

(Vaclav Hemerka 2009: 15)

Language performance can be realized by the meaningful of the students' classroom activities, assignment and task as the implementation and application of language competence (knowledge) they have as a result of learning the language grammatical rule, structure and vocabulary. The target of having language competence is to be able in producing the correct utterance, meaningful spoken language, and well-performance language structure.

The term 'English Language competence' comprises competence of providing exposure of learning English language through four basic language skills i.e. Listening, Speaking, Reading and Writing. The above mentioned abilities of a teacher of English present English language competence.

VI TEACHING AND LANGUAGE COMPETENCE AS SUGGESTED BY NCF 2005

VI.I TEACHING

National Curriculum Framework, 2005 suggested teaching for construction of knowledge. Teaching processes in the classroom should be planned to respond to the diverse needs of students. Teachers can explore positive strategies for providing education to all children, including those perceived as having disabilities. In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience). The engagement of learners, through relevant activities, can further facilitate in the construction of mental images of the relationships (cause-effect) between a transport system and human life/economy. However, there is a social aspect in the construction process in the sense that knowledge needed for a complex task can reside in a group situation. In the context, collaborative learning provides room for negotiation of meaning sharing of multiple views and changing the internal representation of the external reality. Construction indicates that each learner individually and socially constructs meaning as he/she learns. Constructing meaning is learning. The constructivist perspective provides strategies for promoting learning.

The teacher's own role in children's cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged. A child constructs her/his knowledge while engaged in the process of learning. In this context, the teacher is a facilitator, who encourages learners to reflect, analyse and interpret in the process of knowledge construction.

VI.II TEACHER EDUCATION

As suggested by NCF:2005, Teacher education must become more sensitive to the emerging demand from the school system. For this it must prepare the teacher for the roles of being an:

- encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizens; and
- active member of a group of persons, who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs to learners.

To be able to realise this vision, teacher education must comprise the following features to enable student-teachers to:

- Understand the way learning occurs and to create plausible situations conducive to learning.
- View knowledge as personal experiences constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks.
- Be sensitive to the social, professional and administrative context in which they need to operate.
- Develop appropriate competencies to be able to not only seek the above mentioned understanding in actual situations, but also be able to create them.
- Attain a sound knowledge base and proficiency in language.
- Identify their own personal expectation, perceptions of self, capacities and inclinations.
- Consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.
- View appraisal as a continuous educative process.
- Develop an accurate and aesthetic sense in children through art education.
- Address the learning needs of all children, including those who are marginalized and disabled.
- In the context of change perspective, it is imperative to pursue an integrated model of teacher education for strengthening the professionalization of teachers.
- Develop the needed counseling skills and competencies to be a 'facilitator' for and 'helper' of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations.
- Learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

6.3 LANGUAGE COMPETENCE

The term 'language competence' defined in NCF: 2005 under the title of Elementary education. This term was defined for children of studying in elementary education. It was revealed that- "The first concern of the school is on the development of the child's language competence: issues related to articulation and literacy, and the ability to use language to create, to think and to communicate with others. Special stress is needed to ensure that there are maximum opportunities for those who wish to study in their mother tongue, including tribal languages and linguistic pockets, even if the number of students is small. The ability of the system to promote and nurture these options, along with working out mechanisms to ensure that future options remain open, should become a marker of its ability to provide for quality education. To achieve this, there must be a creative and concerted effort to maintain the multilingualism genius of Indians and implement the three language formula. While English may be taught during this period, it must not be the expense of learning Indian languages."

VII CONCLUSION

English language competence consists of various skills. Language competence depends on four basic English language skills i.e. Listening, Speaking, Reading and Writing. In this article English language competence is discussed in detail with clear cut suggestion given in National Curriculum Framework:2005.

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