

Evaluating the Problems Faced in Communicative Competence by Second Level Students - With Specific Reference to Indian Context

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Abstract

The paper highlights the problems faced by secondary level students in improving communicative competency. While paying special attention to the role played by teachers level of interest. The issues related to teachers behaviour, lesson delivery and sequence of content is also discussed. An innovative approach collaborating CBLT has been implemented to help the instructor in enhancing language learning. The study is meant to help the learners develop communicative skills in English which is a second language in Indian context. A data analysis comprising of 150 students and 10 teachers will supplement my hypothesis.

INTRODUCTION

India is a pluralistic society. The multilingual society of India relies on English as a common language. English is inevitable in the international communications to maintain a good foreign policy. English is the medium of instruction in majority of schools and colleges. The majority of the population communicates in common language next to the regional language.

Communication is an essential part of human interaction. We live in a multilingual society where our ability to communicate in English is of great significance. Effective communication is important to pupils when communicating with others in a second language, not only in teaching and learning environments, but also outside the classroom. Pupils should be able to speak in a well structured way and develop their ability to take part in conversation, discussions and negotiations and express with subtlety their own views and consider those of others. In school within the subject of English it is vital that the pupils are given many opportunities to use English and practice how to communicate verbally and express themselves in English. It is this language which can uplift us not only within our own country but across globe.

COMMON FACTORS AFFECTING TEACHING/LEARNING ENGLISH AS A SECOND LANGUAGE

Learning English, the universal language, as a second language becomes inseparable branch of study and also unavoidable in Indian educational system. There are many factors affecting the teaching and learning process in India.

FACTORS AFFECTING TEACHING SECOND LANGUAGE

1. Not able to adopt appropriate method to enhance language skills.
2. The teacher is less motivated because, the method and approaches is inevitable.
3. No proper training being given in how to program a language motivation class.

4. The time allotted to the language learning classes is less when compared to other classes.
5. State governments' compulsory introduction of regional language at school levels.
6. Time spent for updating themselves is very less.

Students in India can be broadly categorized into two: the one using the regional language as medium of study from the primary level and the other using English as the medium of study. Firstly environment and family background of a student plays a vital role in success of learning process. Secondly the infrastructure, like school buildings, classrooms, labs, etc is not adequate as required.

FACTORS AFFECTING LEARNING SECOND LANGUAGE

1. Less motivated because of the traditional way of teaching.
2. Language learning is introduced as a subject of study and not as a skill to be acquired.
3. Inadequate language teachers and the language motivation classes are handled by other subject teachers.
4. Not enough time given to students to think and act.
5. More restrictions are imposed on student community.
6. The use of complicated language while teaching the learners.

COMPETENCY-BASED LANGUAGE TEACHING

REVIEW OF RELATED LITERATURE

It is identified by the review of related literature that there is no method applied related to CBLT in secondary level students in the Indian context. So the researcher tried to adopt CBLT approach to secondary level learners and the pre and post test experiment, it is identified that the method works effective in the language acquisition process. The scores achieved by implementing CBLT proved positive in language learning condition where students are motivated to learn by them self and built capacity to enhance language learning beyond classroom learning.

Competency-Based Education (CBE) is an educational movement which emerged in the United States in the 1970s. This movement presents a pattern that is focused on the outputs to learning. In 1980s, competency-based instruction developed as an alternative to the use of objectives in program planning. It defines the goals and objectives to be reached in such a way, that students' knowledge, skills and behaviors, can be easily measured. Competency based training is concerned with the attainment and demonstration of specified skills, knowledge, and application to minimum specified standards rather than with an individual's achievement relative to that of others in a group.

Competency-Based Language Teaching is basically the application of the principles of Competency-Based Education to language teaching. It focuses more on the outputs rather than the inputs. Therefore, it is a performance-based instruction with which the goal is to address what the learners are expected to do with the language (Richards and Rodgers, 2001).

A performance outline of language tasks then becomes important in this approach as it may lead to a demonstrated mastery of the language associated with the specific skills

and the realization of traits, which are necessary for the learners to function in real life settings. Learning outcomes, thus, underpin the curriculum framework and syllabus Specifications, teaching strategies, and reporting. Accordingly, the quality of teaching and testing as well as student learning will be enhanced by the clear specification of the expected outcomes (Docking, 1994).

CBLT is based on the functional and interactional perspective of the nature of Language. It seeks to teach language in conjunction with social contexts in which it is used. Consequently, CBLT changes its emphasis from what the students know about language to what they can do with it. CBLT is, therefore, seen as prescriptivist in that it prepares the students to acquire sets of language performance rather than to develop thinking processes and skills.

15 POINTS FOR TEACHERS TO IMPLEMENT IN TEACHING

As said by Sir Philip Sydney, teaching is the end of all learning. A teachers primary role is not only to enable the students to understand what he/she is intending to say or teach. It is also the duty of the teacher to understand what the students want to say.

1. Enter the class with a smile
2. Be approachable and friendly
3. Make students feel that the subject and the classroom is never alien to them.
4. Don't threaten students for the completion of work.
5. Get to know all the students of the class and their capabilities
6. Be expressive, walk around, go near and observe them
7. Give students the freedom to think and act
8. Enough time must be given for the completion of the given task.
9. Use play way method, do creative preparation to teach students.
10. Explanation must be brief so that the students will have time to think over it and clarify their doubts.
11. Allot for the clarification of the doubts in between the class itself.
12. Learn to use new technologies for the benefit of the students.
13. Don't make the students feel inferior or superior because of their lack in fluency in communication skills.
14. Teachers must be ready to learn things from students also.
15. Use the language English as a medium to teach Indian culture.

CONCLUSION

Teachers think that practicing oral communication is important because through this the pupils get to use the target language a lot themselves. Though most teachers and students believe that English is taught as a second language for communication purposes, very few steps are taken to achieve competency in language learning.

The teachers believe that factors like pupils' self-esteem, a safe classroom environment, enthusiastic and encouraging teachers, meaningful assignments; group work and motivation will contribute to orally active pupils in the language classroom.

Students learn to use language better when they were left to find their own meanings related to the context rather than the teacher giving them the dictionary meaning. The most important thing for teachers to remember is to make sure that the lessons vary in terms of content and method in a manner that interests the pupils. Since motivation is vital, pupils can become more motivated to work and familiarizing the learners by giving prior information about the topic to be taught. In addition, teachers must aid students by teaching them to indulge in parallel thinking.

The results of the analysis proved that there is change in English language teaching and assessing language in a way that encourages a positive working atmosphere, where students learn from their mistakes. The reflections of trainee teachers suggest a sea change in language teaching where traditional methods are no longer considered favorable.

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EMPIRICAL DATA

