

Need for Competency in Language: An Analytical Study

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ABSTRACT

India is a multilingual country with numerous languages and dialects. There are 1,652 languages/dialects belonging to five different language families in this country. Before tending to the significance of capability, we should initially set up the importance of skill. Competency is a term utilized broadly by various individuals in various settings; subsequently, it is characterized in various ways. Abilities are the prerequisites of a "competency-based" training and incorporate the information, aptitudes and qualities for learner must show for fruitful finishing of training program.

Introduction

Language is essential to human existence, it's one of the most useful tools we have as humans. It has become a major tool of communication between countries, cultural groups, communities and friends. It aids in developing and grooming one's personality as a whole. It is used to convey ideas, desires and expression which it indicates culture. There is no country without a language. There are roughly 6,500 languages in the world today, English language being one of it. Generally, one of the most popular languages need in the world today is English language.

A competency is something other than information and aptitudes; it includes the capacity to meet complex requests by illustration on and activating psychosocial assets (counting abilities and mentalities) in a specific setting. Educators require a wide scope of skills so as to confront the perplexing difficulties of the present world. Instructing competency is an inborn component of a powerful preparing procedure, one that tries to add to the welfare of a specific nation or the world, itself. The focal figures in the instructive procedure are instructors. The achievement of preparing and instruction relies upon their readiness, intelligence and execution quality.

The showing abilities and long lasting learning capabilities of expert instructors involve the accompanying: to perform complex educational obligations; to be expressive, in great mental and physical wellbeing, steady and tolerant; to have a penchant to work with the more youthful age, great informative and observational aptitudes, respect, a striking creative energy, and authority.

Amid their expert vocations, educators go through the accompanying dimensions of expert development to accomplish the top of expert competency.

- **first dimension:** instructive capacity - portrayed by definite information of the subject;
- **second dimension:** instructive aptitude - culminated educating ability;

- **third dimension:** instructive inventiveness - set apart by execution of new strategies and methods into instructive exercises;
- **Fourth dimension:** instructive development - recognized by the consolidation of basically new, dynamic hypothetical thoughts, standards and strategies for preparing and training.

Review of Literature

Shruti Mishra, (2007) led an examination on cooperation impact of change and need accomplishment upon competency. The goal was to break down the cooperation impact of alteration and need accomplishment upon competency. The speculation of the investigation was that there is a noteworthy communication impact of modification and need accomplishment upon competency. It was discovered that both high students (alteration and need accomplishment) had abnormal state of competency. It can be expressed that high students have abnormal state of competency. To discover the association impact of need accomplishment and change on add up to innovative power, 2X2 factorial outline was utilized and examination of difference was figured. It was discovered that need accomplishment influenced competency overall has likewise impact upon imagination. Add up to require accomplishment and modification had no cooperation impact upon competency.

Tracy, (2007) in his investigation attempted to fill the exploration holes by refining the comprehension of the relationship among self-idea, school atmosphere, and the scholarly accomplishment of center school understudies related to competency. Through an adjustment of social and enthusiastic learning hypothesis, this examination concentrated on the connection between the school atmosphere and scholastic results for center school understudies in a single open center school. What's more, this examination investigated the impact of the young people's self-idea on their view of atmosphere and general scholarly accomplishment. Positive relationships between's self idea and scholarly accomplishment and various connections were found between the sub-parts of self-idea and atmosphere with scholastic accomplishment.

Analysis

Questionnaire Used

Q1. Do you think that languages play a significant role in learning, writing, communicating to others and listening?

- a) Highly satisfied
- b) Satisfied
- c) Partly satisfied
- d) Dissatisfied
- e) Highly dissatisfied

Q2. Do you agree that by working on competency, instructors should use models to explain the concept?

- a) Highly satisfied
- b) Satisfied
- c) Partly satisfied
- d) Dissatisfied
- e) Highly dissatisfied

Q3. Do you agree that Grammar is very important in learning any language for the students?

- a) Highly satisfied
- b) Satisfied
- c) Partly satisfied
- d) Dissatisfied
- e) Highly dissatisfied

Q4. Do you agree that free and open communication occurs frequently and effectively learning in any language and help to increase the competency?

- a) Highly satisfied
- b) Satisfied
- c) Partly satisfied
- d) Dissatisfied
- e) Highly dissatisfied

Q5. Do you agree that by working on competency by students have more chances to use any language in real context?

- a) Highly satisfied
- b) Satisfied
- c) Partly satisfied
- d) Dissatisfied
- e) Highly dissatisfied

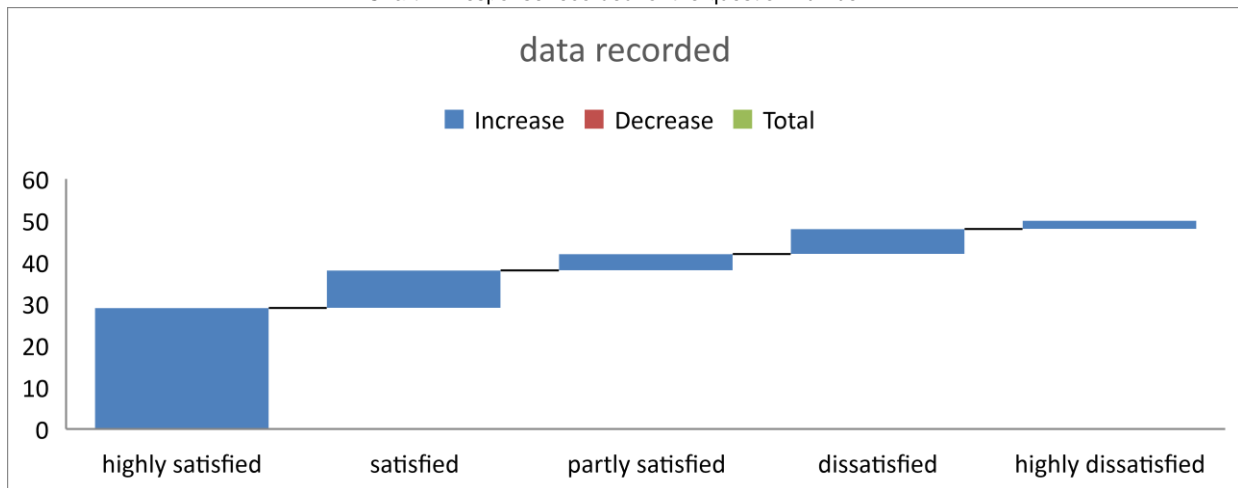
Assessment of the Questionnaire

A competency comprises of at least one aptitude whose dominance would empower the achievement of the competency. Hence, we asked the respondents whether they think that languages play a significant role in learning, writing, communicating to others and listening. In this regard all the respondents were not similarly responsive, therefore, overall response for the question is mentioned below

Table 1: Data for the question number 1

S. No.	Variable	Data recorded
1	Highly satisfied	29
2	Satisfied	09
3	Partly satisfied	04
4	Dissatisfied	06
5	Highly dissatisfied	02

Chart 1: Response recorded for the question number 1



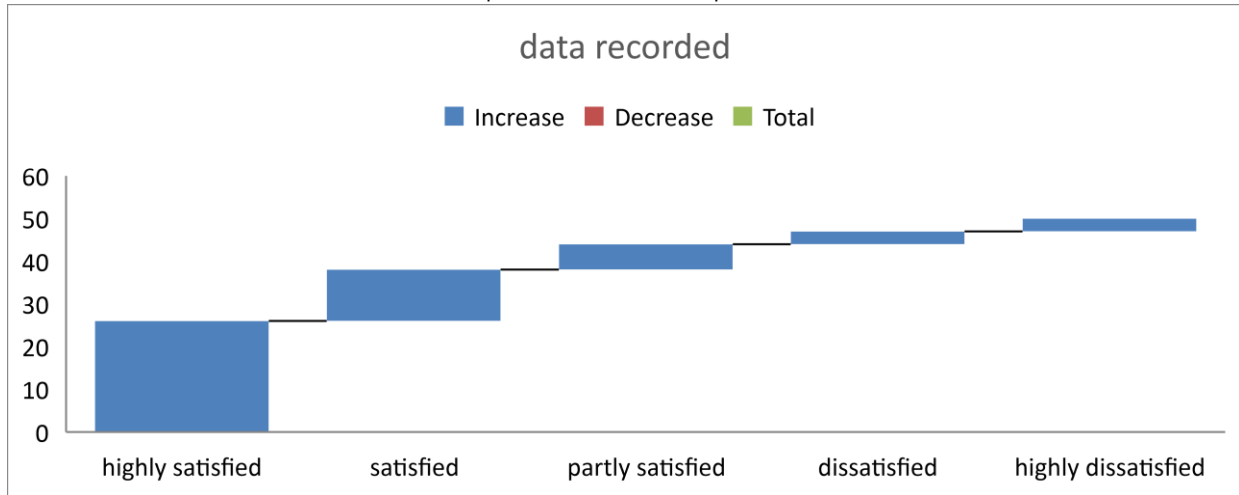
We asked the respondents whether they agree that by working on competency, instructors should use models to explain the concept. In this regard, all the respondents were

not similarly responsive, therefore, overall response for the question is mentioned below

Table 2: Data for the question number 2

S. No.	Variable	Data recorded
1	Highly satisfied	26
2	Satisfied	12
3	Partly satisfied	06
4	Dissatisfied	03
5	Highly dissatisfied	03

Chart 2: Response recorded for the question number 2



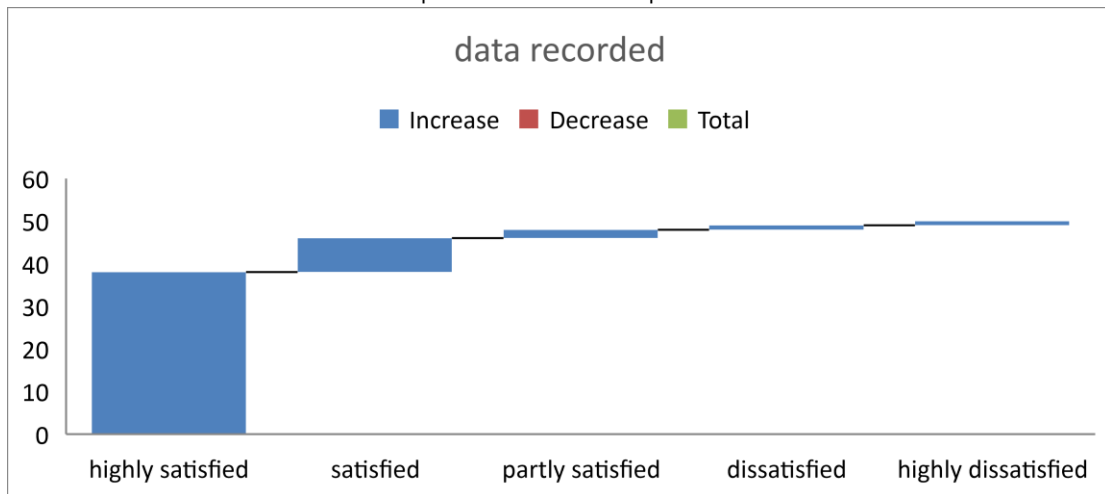
We further asked the respondents whether they agree that Grammar is very important in learning any language for the students. In this regard all the respondents were not similarly

responsive, therefore, overall response for the question is mentioned below

Table 3: Data for the question number 3

S. No.	Variable	Data recorded
1	Highly satisfied	38
2	Satisfied	08
3	Partly satisfied	02
4	Dissatisfied	01
5	Highly dissatisfied	01

Chart 3: Response recorded for the question number 3



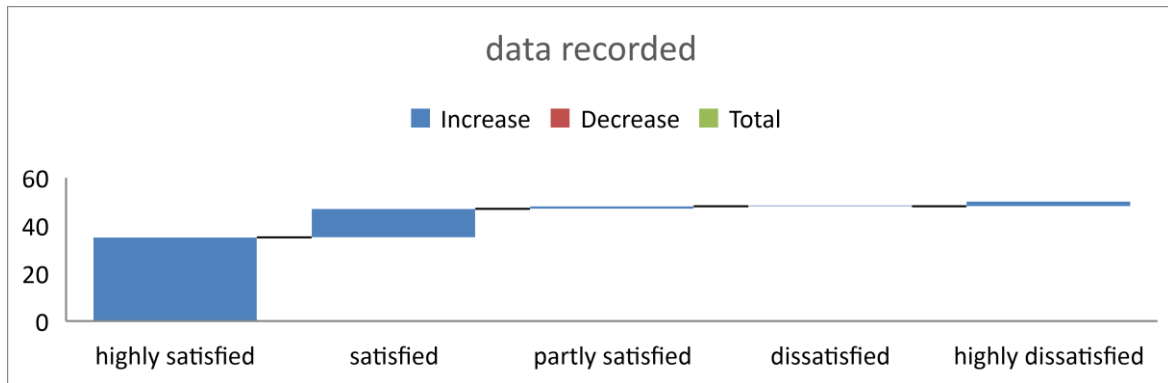
We asked the respondents whether they assume that free and open communication occurs frequently and effectively learning in any language and help to increase the competency.

In this regard all the respondents were not similarly responsive, therefore, overall response for the question is mentioned below

Table 4: Data for the question number 4

S. No.	Variable	Data recorded
1	Highly satisfied	35
2	Satisfied	12
3	Partly satisfied	01
4	Dissatisfied	00
5	Highly dissatisfied	02

Chart 4: Response recorded for the question number 4



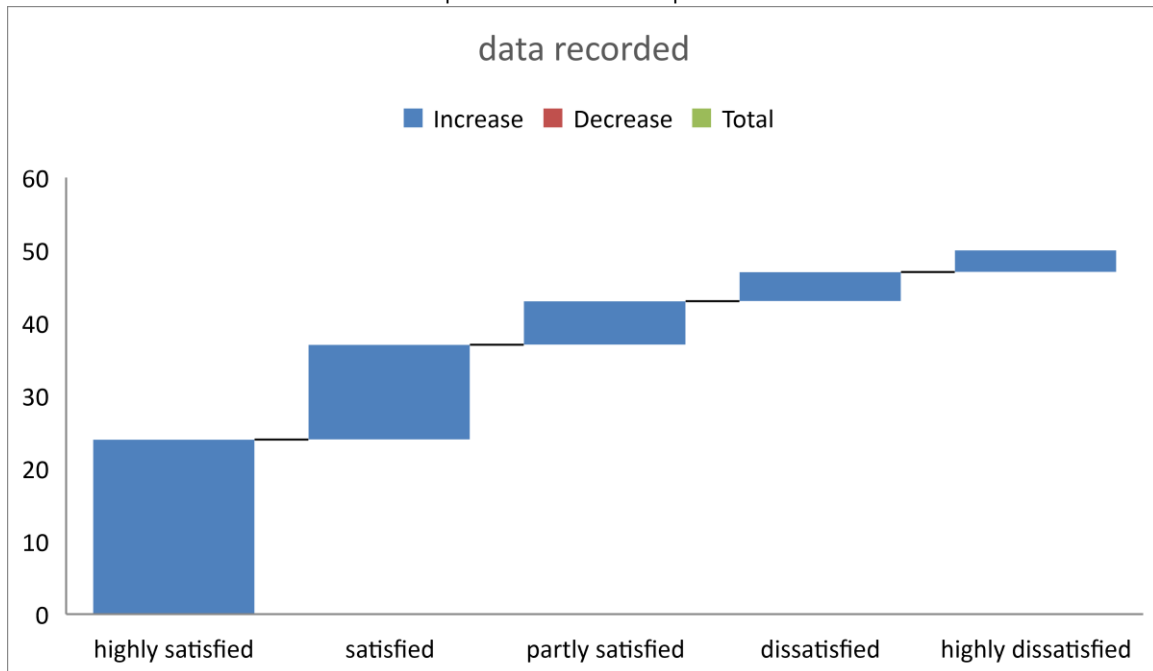
A competency is connected to each of the three of the areas under which execution can be surveyed: information, aptitudes and frame of mind. It was also asked under the survey, whether they agree that by working on competency by

students have more chances to use any language in real context. In this regard all the respondents were not similarly responsive, therefore, overall response for the question is mentioned below

Table 5: Data for the question number 5

S. No.	Variable	Data recorded
1	Highly satisfied	24
2	Satisfied	13
3	Partly satisfied	06
4	Dissatisfied	04
5	Highly dissatisfied	03

Chart 5: Response recorded for the question number 5



Conclusion

The complex complexities of the present society seriously challenge people. Characterizing such skills can empower us to recognize larger objectives for instructive frameworks and long lasting learning and to assess the scope of capabilities for the 21st century educator. At first, we have to comprehend the abilities and sub-aptitudes understudies require for fruitful correspondence and self-awareness, those that ought to guarantee them an upper hand throughout everyday life:

• Thinking and Problem-Solving

- ❖ Thinking intelligently
- ❖ Estimating and speculating

- ❖ Turning issues into circumstances

• Self-Direction and Learning

- ❖ Developing memory
- ❖ Being decisive
- ❖ Making individual changes

• Collaboration

- ❖ Persuading others
- ❖ Working in a group
- ❖ Discussing options
- ❖ Reaching bargains

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