

Concept of English Language Competence and Socio-Psychological Factors

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Abstract-

English subject or language is studying as a third language. The grammatical elements are taught separately throughout English language classes. According to Bacon (1851), reading makes a full man, conference a ready man, and writing an exact man. In such a context, mastery over the language can be ensured when the student can do the following tasks successfully. Language competence is best developed in the context of activities or tasks where the language is used for real purposes in practical applications. Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, socio-linguistic or socio-cultural competence, textual competence. Grammatical competence means the ability to organize language on the sentence level in writing skills. Grammatical concepts in grammatical or linguistic competence of student's ideas that can be used describe the correct English sentence. According to the CEF (COUNCIL OF EUROPE, 2001), grammatical competence is defined as knowledge and the ability to use the grammatical resources of a language. Grammatical competence is the ability to understand and express meaning by producing recognizing well-formed phrases and sentences by principles. English learning is influenced by many factors which are directly or indirectly affecting the students' English acquirement. The motivation factor, ability factor, and intellectual factor affect the students' English learning more. We shall analyze the following in this regard, these are aptitude, motivation, need, age, personality, learning strategies, the influence of mother tongue, ability, interest, and family background. These all aspects are important for language development. Therefore teachers teach with the help of or to think about these aspects. When the teacher improves the interest, ability in the writing, and support of the parents in learning the English language. Students improve their language. Therefore researcher needs to frame the lesson plans with the help of different activities with interest, ability, and parent support for the development of language.

Introduction

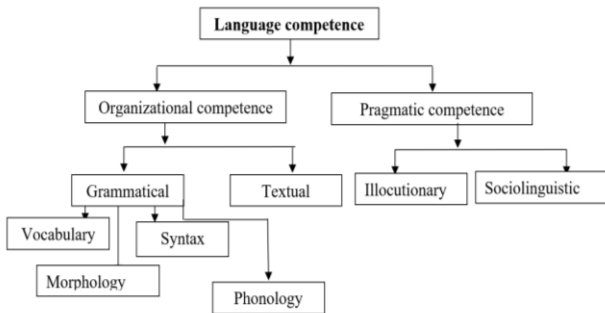
All the people of the world can speak a language but all of them cannot write in that language. Any language is a system of communication. As compared to mother tongue i.e. Hindi, the English language has certain peculiarities in comparison with Marathi, it will help us to grasp English quickly and correctly. In the English language, spellings of words and pronunciation do not correlate with each other all the time. The sounds of vowels are different in English. English has a fixed word order in a sentence. If we try to change the sequence of words, the sentence does not convey any meaning. For our students need is to know the functional or working knowledge of English to understand the matter written in English. Learning another language provides access to a perspective other than one's own, increases the ability to see connections across, content areas and promotes an interdisciplinary

perspective while gaining intercultural understanding.

Language Competence

Language competence is best developed in the context of activities or tasks where the language is used for real purposes in practical applications. Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, socio-linguistic or socio-cultural competence, and textual competence Language competence should be developed through classroom activities that focus on meaningful uses of the language and language in context. The vocabulary, grammatical structure, text forms, and social conventions are necessary to carry out the task. Gregg (1989:20) sticks to a theory of competence without reference to 'ability for use', the term generally employed for one's linguistic knowledge which is innate and acquired is competence.

Types Of Language Competence



Types of Language Competence

Organizational competence is to know how to organize language at different levels. Ability to arrange morphemes, words, and sentences to make sense. It is the database of vocabulary and grammatical rules in the students’ studies. It consists of grammatical competence and textual competence. Grammatical competence is the ability to organize language on the compositional level-cohesion-sentences cohere in logical order and rhetoric the science of persuasive speaking.

Pragmatic competence is to know how to use language appropriately according to the giving situation. It is the ability to use language in socially appropriate ways. It is described in two components. The first is illocutionary competence. The second is socio-linguistic competence. Regionally or socially or culturally accepted language ability. It makes learners able to use different types of speech acts according to social context.

Grammatical Competence

Grammatical competence means the ability to organize language on the sentence level in writing skills. Grammatical concepts in grammatical or linguistic competence of student's ideas that can be used describe the correct English sentence. In general form, grammatical or linguistic competence was defined by N. Chomsky as theoretical and practical knowledge of a limited number of grammatical rules which allow generating an unlimited number of correct sentences (Chomsky, 1965). The grammatical competence in the context of learning a foreign language is a set of theoretical knowledge or rules and language skills that are necessary and sufficient for students to construct correct sentences, to understand the sentences, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms and to perform

language testing tasks. Important concepts for learning English grammar are parts of speech, their function in the sentence, and the order of words in the English sentences, tense. The grammatical competence describes into four parts. These are the following.

- 1) Vocabulary-in the vocabulary part contained all the words and lexical items of the language and their meaning. Students gained awareness of the appropriate use of vocabulary according to the context. For this use of a dictionary was a skill student's development of the student. The researcher selected the vocabulary for the study.
- 2) Morphology – in morphology, the study of the structure of words of language via the study of the morphemes of a language and how the morphemes come together to form words.
- 3) Syntax- syntactic processing involves understanding the structures of the language and making connections among words in a sentence or among sentences and paragraphs in a text. The proper order of words in a sentence. Students learned the importance of using punctuation marks to create shorter sentences. A better command of capitalization was noticed in proper nouns and initial letters in a sentence as well as in words after a period or question marks. Learners also paid attention to syntax in sentences, tenses and also reduced errors in subject-verb agreement and adjective-noun collection. The researcher selected the syntax part for the study.
- 4) Phonology-the study of the sounds of a language.

Grammatical competence is the ability to understand and express meaning by producing recognizing well-formed phrases and sentences by principles. Formally, the grammar of a language may be seen as the set of principles governing the assembly of elements into meaningful labels and sentences. The grammar of any language is highly complex and so far defies definitive or exhaustive treatment.

The Role of Grammar In Writing

Writing is one of the ways used to communicate with people. Writing is closely related to reading. Therefore weaknesses in reading will spontaneously lead to similar weaknesses in writing. At the same time, the perfect use of reading leads similar to perfect writing. Tomilson (1982) says writing is an artificial task that doesn't give the learner the chance to relate the purpose, topic, and

targeted reader, and thus the learner cannot be assisted to use writing as a means of interaction. The teacher draws the learners' easy writing tasks to practice the learning points given to them. Learners are given situational writing. The learners are given longer written text. Learners need to transfer their grammatical knowledge from oral to written language to the second or third language learner. The teacher can support the idea of improving learner's writing through grammar. Grammatical competence as defined is the understanding and mastery of the language code, for example, spelling, word, sentence formation, pronunciation, vocabulary, and meaning. Grammatical competence focuses on correctness and accuracy. In language learning, the grammar of a foreign language is usually given to procedural knowledge that is practical grammar skills that students demonstrate in speech activity. Knowledge of rules is not enough for grammatical competence. Working on rules is always accompanied by intensive development of students' grammatical skills. Rules and skills are not enough to consider the grammatical competence of students. An important component of grammatical competence in intuition depends on the breadth and scope of the communicative experience of the students.

Importance Of Socio-Psychological Factors In Language

English is a significant foreign language in our locality. English learning is influenced by many factors which are directly or indirectly affecting the students' English acquirement. The learner himself or herself is more direct and important in English educational psychology. The motivation factor, ability factor, and intellectual factor affect the students' English learning more. Teachers have to create a balance between preparing students for standardized examinations and life-long language skills. The child is struggling through language learning between two opposite problems. On the one hand, he or she wants to adapt language to the natural patterns of thought. On the other hand, the child has accommodate to the particular grammar of that language. Mother tongue interferes the way through teaming of a foreign language. Because his mind is already caught in the complications of the first language. So L1 interferes with the operation of a new language. Psychology is more effective in

language learning. Individual factors influence second or third language acquisition as much as the nature of the target language itself. Students at the beginning may be allowed to respond in any manner, gestures, single words, faulty language, broken language communication, repetition, motivation, interest, ability, age like these factors affecting on language learning. Plenty of observations has made it clear that foreign language does not seem to follow the same mode of learning. There must be many factors that affect language learning and an overview might help us in getting an insight into what we can do to overcome these factors. We shall analyze the following in this regard, these are aptitude, motivation, need, age, personality, learning strategies, the influence of mother tongue, ability, interest, and family background.

Interest

Interest has been recognized as an important condition for learning. Educators continue to wrestle with the difficulties of working with academically unmotivated students. They do not have a clear understanding of their role in helping students to develop interest. Teachers often think that students either have or do not have an interest. They might not recognize that could make a significant contribution to the development is also a predisposition to reengage content that applies to school and out of school learning and to young and old alike. Crow and Crow- interest may refer to the motivating force that impels us to attend to a person a thing or an actor, or it may be the affective experiences that have been stimulated by the act itself.

Strong- who has devised interest test batteries says that interest is behavior organized around activities. Interest is similar to attitudes that are organized around concepts and not activities.

Sawrey and Telford explain interesting objects and experiences are those which have satisfied or which promise to satisfy motives. Interest is thus inter-related with incentives and motives or goals.

Merriam-Webster- defines interest as a feeling that accompanies or causes special attention to an object or class of object.

Andreas Krapp, Suzane Hidi, and K.Anne Renninger- interest as a unique motivational variable

as well as a psychological state that occur during interactions between persons and their objects of interest and is characterized by increased attention, concentration, and affect i.e. feeling as well as a relatively enduring predisposition to re-engage with particular content such as objects, events, ideas, and tasks.

When we analyze all the above definitions, we find that the psychological term interest is related to many facts. Firstly interest is a mode of experience of the individual. Stout makes it more specific by saying that it is an effective conative aspect of the experience. For example, a person interested in sports has a particular feeling towards the effective side and strives to attend conative side. Secondly, this experience is not a temporary one lasting only in the presence of the object of interest. Thirdly interest is the basis of the conative act in the form of attention. We attend to a certain act because we are interested in it. Interest is the enduring mental disposition. Attention is the experience of succeeding. The students learning interest is aroused their intelligence can be developed. Their learning ability can be improved and further their creativity can be stimulated. The students become interested in learning. They will show enthusiasm to the activities to participate in and to learn and explore, improve efficiency and develop new abilities. Interest is a kind of emotion arousal status and it is a tendency that people know things or love some activities.

Classification Of Students' Interest In Foreign Language Learning

In foreign language teaching, we are used to dividing the students' interests into three types. These are direct interest, indirect interest, and stable interest with different features. Indirect interest is relatively stable and stable interest is the sublimation of indirect interest. 1. Direct interest- it is most likely to stimulate the students' attention. To enhance the foreign language teaching effect, it is hard to be kept for a long time and only can play a certain role of guide and motivation in the students' foreign language learning. Therefore direct interest will gradually reduce disappear with the weakening of students' curiosity and the deepening of teaching content. 2. Indirect interest- compared with the direct interest, it has strong stability and is more helpful to the students' learning in an active way in foreign

language teaching. It is required to emphasize the cultivation of indirect interest. It has an advantage in that it is generated among the students. 3. Stable interest- stable interest can become an internal motivation for student's autonomic learning and make the learning interest become an integral part of the students' personality development so that they will be longing for exploring the knowledge and enhance their cognition. The generation of stable interest is sourced from indirect interest and could be said that understanding is the high level of interest.

In foreign language teaching, the teachers shall pay attention to the cultivation of students' indirect interests and arouse the students to have a keen interest is formed. It shall be consolidated timely and the teachers shall make efforts to transfer the students' indirect interest into a stable interest. It is also the highest state pursued in the cultivation of interest in foreign language teaching. The potential for interest is in the person. But the content and the environment define the direction of interest and contribute to its development. Ur (1996:280) points out that it is in the arousing of interest, teachers invent most effort and get almost immediate and noticeable pay off in terms of learner motivation, teacher lists several ways of arousing learner interest in the tasks and activities in the classroom. These are the following. Setting clear tasks goals, Using varied topics and tasks, Using visuals, Providing entertainment in the form of jokes, stories, dramatic presentations, movies, video clips, television documentaries, Incorporating tensions and challenges by using a game like activities, Using tasks and activities with open-ended cues, Using role-play and simulations, Using information gap activities, Personalizing tasks and activities. Interest includes a child's preferences likes, favorites that engage him or her in desired activities. Interest refers to the invitingness of persons, objects, activities that evoke prolonged child attention or engagement.

Ways To Arouse The Students' Learning Interest In Foreign Language-

In foreign language learning, there are broad ways to arouse the student's interest. It can arouse the students' learning interest and passion by creating the situation and taking new teaching methods. The following ways can be followed to arouse the students' interest in foreign language

learning.1) Create a lively language context to arouse the students' learning. In foreign language teaching, the talent cultivates objectives. The foreign language teachers are required not to follow the teaching materials blindly. They shall create different teaching contexts based on teaching content and make the students participate to arouse their enthusiasm and learning interest maximally. 2) Use new teaching methods- in foreign language teaching, the teachers shall develop their creativity and flexibility to organize the teaching activity. But not adopt a single teaching method to make the classroom teaching mode substantial and rich in changes.. The students shall do from the following aspects: a) pay attention to classroom teaching design and add the interestingness of classroom teaching interestingness is an indispensable trait in foreign language teaching. The teachers with flexible teaching forms are easier to grasp the students' minds in the classroom. So that the students will feel relaxed and comfortable and their learning will become more effective. b) Simplify the teaching methods to reduce the students' learning disabilities- the students' interest in a certain thing is not inborn but generated under the joint influence of postnatal environment and acquired education. In foreign language learning, it is very important that the students can become interested in language learning level and quality. In the changing new era, to arouse the students' learning interest. It is required to catch the students' eyes, promote the students' spiritual development, and stimulate the students' desire for learning. Students' interest is important to develop in their learning. They have learned quite well if they can show interest in their learning. Interest could motivate and stimulate the students' desire to learn English and seek more knowledge.

Ability-

The concept of ability falls into the category of a hypothetic construct. This means we cannot see the ability or locate it in the cell structure of the brain or muscles. We can infer its presence or lack of presence in an individual from his performance. The usefulness of an ability construct stems from the fact. It makes possible the prediction of actual performances in similar but not identical situations. According to Baldwin, ability refers to that

characteristic of an individual which permits him to behave adaptively i.e. to cause the same results even though from time to time the circumstances vary.

In any event, measures of ability generate an indication of what an individual may be expected to attain in the future. According to Bingham, ability means power to perform responsive acts. Achievement behavior is defined as behavior directed at developing or demonstrating high rather than low ability. It is shown that ability can be conceived in two ways. First, the ability can be judged high or low concerning the individual's past performance or knowledge. The second ability can be judged as capacity related to that of others. Human society gives the constant expansion of its range of experience and knowledge. By the theories of learning propounded by Kant and the talent theory of Revesz, educational psychology recommended a breakdown of school's pupils into the following types of ability- creative, linguistic-logical, factual-logical, ingenious, active-reproduction and passive reproduction. This breakdown is not presented as an order of merit according to the degree of achievement. It accepts that linguistic- logical type has the same intellectual capacity as the factual-logical or ingenious. It defines no bound assented as an order of merit according to the degree of achievement. It accepts that linguistic- logical type has the same intellectual capacity as the factual-logical or ingenious. It defines no boundaries for the individual categories and what is more, permits reference to special abilities and talents. According to Karl Mierke, the special abilities have been divided into the five special forms as below-1) linguistic ability 2) mathematical ability 3) technical ability 4) practical ability, and 5) musical ability.

Linguistic Ability-

Education and psychology interpret linguistic ability and dialectical ability as a special form of the intellectual ability which expresses itself by skill and certainly, logical training and aesthetic form of linguistic achievements. Fluency of language and articulation are not only marks of a specific ability but they are marks of the practice and the degree of education and thus of the individual plasticity. In the realm of linguistic understanding

the recognition of relationships and sense associations, the capacity to experience, and the appreciative perception appreciate only marks of the practice and the degree of education and thus of the individual plasticity. In the realm of linguistic understanding the recognition of relationships and sense associations, the capacity to experience and the appreciative perception the appreciations of images and symbols, of points and elements of styles, etc. are differentiated. There exists an intimate integration between thought and language achievement and therefore between the elementary structures of intellectual and linguistic ability. This deduction is confirmed by the establishment of the analysis of factors done by L.L.Thurstone. That is most intellectual achievement not only a general factor is affective but also a verbal factor and word fluency factor. Ability most important source of individual differences. Ability is known as intelligence. Ability is the innate capacity to act and helps in the solution of a problem. The environment can develop abilities but cannot produce them within the person. Abilities help to accumulate knowledge but those should not be confused with knowledge itself. Abilities increase efficiency in the person. The people who can learn English well generally have a special quality. This quality is the cognition ability which people need when they learn English. It is the language ability. The language ability especially refers to the genius of learning English does not include intelligence, studying motivation, interest, etc. language ability is composed of listening, speaking, reading, and writing abilities.

Ways To Improve Students' Writing Ability

- View the improvement of students' writing as a responsibility- teaching writing is not only the job of the English teacher alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculty.
- Guide the writing process- discuss the writing of the students and guides them about the structure, tense, punctuations in the writing. Explain how to select and narrow topic.
- Explain the importance of grammar and sentence structure, content- students should not think that English teachers are the only judges of grammar and style. Tell to students

that you will be looking at both quality of their writing and the content.

Family Background

The environment's effect on language learning. A supportive environment effects directly to learners' language competency. The home environment is important to learners when they are supported by their parents with careful attention. Many parents make a good effort to support their child to learn a language at home by which attempting to use English. Some children cannot develop their English language effectively if their parents lack enough ability to teach the target language themselves. Parental educational background is one of the crucial aspects affecting English language learners. The environment that a child is exposed to and the involvement that the child's parents give them home impact in their language development. A child's home is the first place they are exposed to language or any skill for that matter. It is the place they are introduced to interactions, activities, involvement, and communication so naturally. The social environment has a tremendous influence on linguistic development. Linguistic ability and vocabulary extension are closely related to the socio-economic status of the family (Very: 1984: 134). The general attitude of parents is likely to be more important than specific encouragement for the child to study the examinations or complete language homework. The child's perception of support does not relate directly to performance in class but is related to his willingness to continue language study and the amount of effort he puts into learning the English language (Gardner 1985:122).

Parental support with children's learning is considered to be one pathway through which socioeconomic factors influence the child's competencies. Home learning involved parental support with homework i.e. help with writing and enrichment activities. Students from lower-income, less educated families are less likely to succeed academically in high school. This is most often attributed to differences among groups in their opportunities to learn. We would expect positive, direct effects of family income and parent's level of education on achievement and accomplishment in

high school and psychological factors. Parental involvement is played out in the complex setting. It is only one of many factors which have an impact on a pupil's achievement. Parental involvement in the form of interest in the child and manifest in the home as parent-child discussions can have a significant positive effect on children's behavior and achievement even when the influence of background factors such as social class or family size have been factoring in out. Literate parents are better able to support the learning of their children. Student's literacy excels as parents become empowered. When parents are empowered they become active lifelong participants in their child's education.

Conclusion Of The Study

These all aspects are important for language development. Therefore teachers teach with the help of or to think about these aspects. When the teacher improves the interest, ability in the writing, and support of the parents in learning the English language. Students improve their language. Therefore researcher needs to frames the lesson plans with the help of different activities with interest, ability, and parent support for the development of language.

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