

**THE ASSISTANCE OF HINDI AS FIRST LANGUAGE IN ACHIEVING
THE COMPETENCE AND ENHANCING THE PERFORMANCE IN
GLOBAL LANGUAGE ENGLISH.**

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ABSTRACT

In this paper I have discussed the problems and solutions in achieving the competence and enhancing the performance in the global language i.e. English. English is considered as an important part of curriculum and the mushrooming of English-medium schools in Indian streets shows the craze of learning English Language. But still the learning process and style is not satisfactory. In this paper, I have discussed the assistance of Hindi as first language in learning English as second language.

KEYWORDS: Competence, Performance, Global language, Enhancement, Hindi, English

INTRODUCTION

Language plays an important role in the journey of civilization. In case of India, English Language Learning and competence in English Language is considered as a surety of job as well as quality in education. The knowledge of a global language i.e. English confirms the participation in national and international life. In India, today, the competence and performance in English Language has become an integral part to education. Most of the times the learning of English Language takes place in classrooms. Here the mother tongue (our main concern is Hindi as mother tongue or first language) enters the English class as an uninvited guest. It is never welcomed while if it is used sensibly it may prove it's assistance as a resource to get competence in English Language (Khan, 2005).

COMPETENCE AND PERFORMANCE

The learning of a language has two basic aspects: grammatical learning and communicative performance. First of all it will be good to ponder over the general distinction between the grammar based and communicative based approaches to the learning of the global language i.e. English. By the grammatical based approach, we mean that learning which goes through the path of linguistics or grammatical forms and ideals where the learner is bound to follow all the rules and standards of syntactic patterns and lexical items. These patterns will help the learner to form the grammatically perfect sentences. This learning of language may be called formal type of language learning. But on the other hand, the communicative based language learning totally relies on functional ground. This learning prepares the learner to cope with the challenges practically. The appropriate function of the language is more important rather than to follow the grammatical ideals. It does not mean that the grammatical based study does not make the learner to use it but its priority is to follow the grammatical ideals unmistakably while the communicative based learning focuses on functional uses. The first supports competence and the second one on performance (Sunwani and Kumar. 2005).

The idea of competence and performance came into light when (Noam Chomsky. 1965) introduced these terms and made distinction between them:

“We thus make a fundamental distinction between competence (the speaker-hearer’s knowledge of his language) and performance (the actual use of language in concrete situations).....In actual fact , it [performance] obviously could not directly reflect competence. A record of natural speech will show numerous false starts, deviations from rules, changes of plans in mid-course, and so on.” (Chomsky, 1965)

So competence denotes to know the grammatical ideals while performance refers to the situational and practical use of the language. Competence demands a long journey through rules and standards while performance demands practice.

THE PROBLEMS AND THE ASSISTANCE OF HINDI IN ENHANCING THE PERFORMANCE AND COMPETENCE IN GLOBAL LANGUAGE:

The global language i.e. English is today being demanded by everyone and it is considered as one of the most important part of curriculum. The interest in learning English may be

estimated by the mushrooming of private English medium schools in Indian streets and people go to these schools because of the early introduction of English.

“A2003 NCERT study shows that English is introduced in Class 1 OR Class 3 by 26 states or union territories out of 35. Only seven states or union territories introduce it in Class IV or Class V” . (Khan, 2005).

It was predicted in 1997 by Graddol that the craze of English on the minds of the people is increasing with such a speed that it will cover a third of the world’s people by 2010:

“ Included in this estimate are 150 million Indian children in primary school, and 120 million of their Chinese counterparts, a comment on the embedding of English within school system in Asia. However, the demand for English may well peak by 2050, more people having learn it already: and Arabic, Chinese, German, Hindi, and Spanish having also emerged as languages of the future” . (Graddol, 1997).

This prediction was true. But the craze of learning English has not been responded perfectly. People’s aspirations are not being fulfilled.

There are reasons behind not achieving the required standard of performance and competence in English in India. Let us look into the causes for the same. The first important fact is the incomprehensiveness. English being a foreign language is difficult to be understood and if a foreign language will be taught through the medium of that particular unknown language which is already difficult to be understood, how the desired effect will come. So it is suggested that here the teachers should take the help of first language. If the students are being taught English which is incomprehensible for them, the assistance of Hindi (with which they are quite familiar) should be taken in the classroom so that the expressions and thought may be well understood. A multilingual delivery system should be adopted for comprehensive input to the learner. It will work miraculously for the full understanding of the content.

Another hindrance in the way is the lack of supportive environment for English acquisition and a balance between the first and the second language. In India we basically find two types of classrooms: English medium and Hindi medium. In Hindi medium classroom Hindi is the supreme medium of teaching and English as a subject is taught through Hindi. The focus is solely on solving the questions on paper by hook or by crook whether the performance or competence is achieved or not and the study is done from examination point of view. The

students as well as the teachers lack exposure in English. On the other hand in English medium classrooms, the teacher adopts the method of teaching English through English where an estimated fifty percent students suffer from incomprehensiveness. The first grade students improve their exposure while the remaining even loses their confidence and understanding of the conception. Here the teacher should make them aware of the contents by using Hindi but inspiring them to develop their exposure in English. In English medium classrooms the performance of the students seems bright but the competence remains dim. If we want to touch the perfection-line of a language both the approaches should be given equal importance.

Traditionally, English is taught by grammar-translation method. But in 21st century the structurally graded syllabi came into fashion which focused on communicative performance. A lot of attention was given to build the exposure and even the success was achieved. But a few gaps remain to achieve that standard which Chomsky call to use language in a variety of contexts spontaneously and appropriately.

So communicative competence may be referred as the ability that is more than merely knowing grammatical structures but to use it practically. Hindi as native language as well as the language known and used by a majority of people in India becomes helpful in this context. This in connecting the real situations with English. It enhances the skill of comprehension. To, enhance the performance in English, one can go through different meaning-making contexts but while going through this way in the initial stages, Hindi helps a lot as one gets the sense perfectly in native language.

CONCLUSION

To conclude, our aim behind learning is to meet the global lingual requirement which is already achieved in one's own language. Today, it is required to work in global business environment. So, the learning should never be merely passing examination or knowing its grammar. The learning of a new language may ideally be built on naturally acquired language ability. This transferability from known to unknown starts from child's own language and would then naturally extend to a new language.

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