2.1 ORIGIN OF ENGLISH:

English belongs to the Indo-European family of languages. Within this family, English is a member of the Germanic branch. The Germanic branch may be divided into three groups or subdivisions: East Germanic which consisted of Gothic, now an extinct language; North Germanic under which we include the Scandinavian languages; and West Germanic which consists of High German, Low German, Frisian and English.

The Angles, the Jutes, and the Saxons were the three tribes that settled in England. The Angles came from Denmark, the Saxons were from Holstein in the south, and the Jutes were from the north. Linguistic and religious associations between these tribes resulted in a bundle of related dialects, which we presently call English.

2.1.1 ENGLISH EDUCATION IN INDIA:

The history of English language in India starts with the advent of the East India Company in India. India’s first tryst with English language dates back in the court of the Moghul Emperor, Jahangir who welcomed William Hawkins, the Commander of the British Naval Expedition Hector. Soon Emperor Jahangir allowed the British to open a permanent port and factory at the request of King James IV.

The East India Company spread its wings first in the Southern Peninsula. The printing press was first established in the 17th century but it was largely confined to the printing of the Bible or other Government decrees. It was in 1779 that the first English newspaper named Hickey’s Bengal Gazette was published in India. The breakthrough in Indian English literature came in 1793 AD when Sake Dean Mahomet published his book titled ‘Travels of Dean Mahomet in London’.

The Indian writings in English were heavily influenced by the West art form of the novel. The early Indian English writers used unadulterated Indian
words to convey their primary Indian experiences as the readers were mostly British or British educated Indians.

In the early 20th century, a new breed of writers emerged who were essentially British and were born and brought up in India. Their writings were coloured by Indian themes but the way of storytelling was primarily British. This group consisted of Rudyard Kipling, Jim Corbett and George Orwell. Their books like Kim, The Jungle Book, Animal farm and The Man Eaters of Kumaon were read and liked by all. Indian writers like Rabindra Nath Tagore and Sarojini Naidu also wrote masterpieces during that period. Tagore’s ‘Gitanjali’ helped him to win the Nobel Prize for literature.

The colonial exploitation had created a new imperative for the colonial lords. It could no longer be truthfully acknowledged that India had a rich civilization of its own- that its philosophical and scientific contributions may have influenced European scholars- or helped in shaping the European Renaissance. British needed a class of intellectuals meek and docile in their attitude towards the British, but full of hatred towards their fellow citizens. Indians were to be taught that they were a deeply conservative and fatalist people- genetically predisposed to irrational superstitions and mystic belief systems and those they had no concept of nation, national feelings or a history. J. N. Farquhar, a contemporary of Macaulay wrote: “The new educational policy of the Government created during these years the modern educated class of India. These are men who think and speak in English habitually, who are proud of their citizenship in the British Empire, who are devoted to English literature and whose intellectual life has been almost entirely formed by the thought of the West, large numbers of them enter government services, while the rest practice law, medicine or teaching, or take journalism or business”.

In this manner, India’s awareness of its history and culture was manipulated in the hands of colonial ideologies. Domestic and external views of India were shaped by authors whose attitudes towards all things were Indian and were shaped either by subconscious prejudice or worse by barely concealed racism. British educated Indians absorbed and internalized such characterizations
of themselves and their past. Gandhi appeared to be colonized sycophant of the British education system and said to General Smuts, “General Smuts, sir, we Indians would like to strengthen the hands of the government in the war. However, our efforts have been rebuffed. Could you inform us about our vices so we would reform and be better citizens of this land?” to which General Smuts replied, “Mr. Gandhi we are not afraid of our vices. We are afraid of our virtues”.

2.1.2 ENGLISH EDUCATION IN 19TH CENTURY INDIA:

The Charter Act of 1813 decreed that English would be taught in the Indian Education system although not as a replacement for indigenous languages. Instead, it was anticipated that English would co-exist with Oriental Studies as a means by which moral law could be reinforced.

The 1817 publication of John Mill’s ‘History of British India’ proved to be a defining text in the theories of how education policies should be formed (ed. Horace Hayman Wilson: London, Piper, Stephenson and Spencer, 1858). Mill firmly believed that the Indian culture and tradition was of relevant value for an advancing nation.

In 1835, Lord William Bentinct revitalized the earlier Charter Act with his New Education Policy which determined that English should be the official language of the courts, diplomacy and administration. Prior to this, Persian was accepted as the language of diplomacy. Bentinct’s motive was ostensibly to “regenerate” society, but the ramifications were boundless.

In 1854, Sir Charles Wood published his “Education Despatch” which was aimed at widening the availability of Western Oriented knowledge. Universities were established under the London examining model in Calcutta, Bombay and Madras.

Lord Ripon’s Hunter Commission of 1882 advocated that there should be increased provision of education at the primary level and for women to raise the third level entry standards. The inevitable result was that an Indian-based education was viewed as being second rate in comparison to an English based education. With the focus being on quality rather than on quantity an Indian intellectual elite did not develop quite as intended.
2.2 PRESENT STATUS OF ENGLISH IN ASSAM:

It would be worthwhile to identify the present status of English in the system of education in Assam. English education was first introduced in the North-east region of our country by the Christian Missionaries, who came with the East India Company. Later, the Ramakrishna Mission also took up the task of spreading modern education in general and the English language in particular in the region.

The British with a view to impart English education to the youth of Assam and to make them fit to get junior jobs in the administration, established the first English school in Guwahati in 1835 and another in Sibsagar in 1840. By 1856, quite a number of English schools were established in Guwahati and in the other districts of Assam. The first Secondary School was established in Kamrup district and was named “Guwahati Seminari” which was later on known as Cotton Collegiate. This school was established in 1835 in Panbazaar, Guwahati.

As a result of Missionary efforts in the past, English language could pave its way through the thick and thin of this region. A number of English medium schools established and run by the missionaries are still operating very successfully for the promotion of education in Guwahati city. A good knowledge of English is imperative for getting access to modern scientific and technological knowledge. Though the position of English in the city is not very different from what it is at the national level, the knowledge of English is still very poor among a large majority of students due to the negligence of the language in schools where the medium of instruction is other than English. In most of the schools, the teaching of English is in a chaotic state. This is largely due to the fact that there is dearth of qualified and trained English teachers in the latest of teaching a foreign language.

2.3 LANGUAGE TEACHING METHODS— A BRIEF HISTORY

In the process of learning and teaching, a method of teaching is very important. It is a tool in the hands of the teacher. A teacher with a good and a right method of teaching is liked by all the students. Selection of the right method ensures success of the teacher. It helps in the achievement of goals.
Europe and Asia have had a long tradition of teaching and learning foreign languages. Memorization of vocabulary and translation of sentences often formed the major part of such learning processes in the past. Ancient languages such as Sanskrit and Pali were mastered in Asia through the process of memorization of texts and vocabulary lists. Learning vocabulary lists indeed formed the core of language learning.

The progress of Reformation in Europe brought within its wake change in methods of learning foreign and classical languages. Erasmus, a contemporary of Martin Luther, in the fifteenth and sixteenth centuries, argued that speaking the foreign language should begin early in one’s attempt in learning it. Good and understandable oral communication, he said, was the important thing to master. Next in importance was reading, and, then, writing came at last.

Erasmus wanted that the language should be learnt through exposure to interesting and practical conversations and stories accompanied by visuals such as picture. Martin Luther was opposed to excessive drill on rules for producing sentences. Instead of memorizing rules for the production of sentences, he asked for the actual production of sentences themselves as appropriate practice to learn a language. William Bath (1565-1614) focused on teaching vocabulary through contextualized presentation, which was further elaborated later on by Comenius.

Comenius insisted that the understanding of the content and mastery of linguistic forms must proceed on parallel lines. In other words, he recommended that we do not introduce a content topic, if, for the understanding and expression of which, the students do not yet have some parallel linguistic mastery in the language they are learning. He also recommended that new words be introduced to the students with the visuals of objects or phenomena they represented. He asserted that “words should not be learned apart from the objects to which they refer. Comenius held that the subject matter of lessons should have appeal to students, that modern languages should have priority over classical languages, that language should be learned by practice rather than by rules (though rules were seen as complementing practice), and that the subject matter of initial
exercises should already be familiar to students (O’Grady et al, 1993).” In subsequent centuries several methods came to be used.

Some of the methods of teaching English language are as follows:

2.3.1 Translation Method:

The Translation Method is also known as the Grammar Translation Method. It is called the Classical Method too. This method has been used in the present day classroom where there are a large number of students. The advantage of this method is that by telling the meaning of a word or a sentence in mother tongue, the teacher can at once make the students understand. Hence, it is less time consuming. Though this method is being used by a large number of teachers, it is one of the reasons of deterioration of the standards of English. So, the best option is to not use this method in classroom but only when the situation demands it.

2.3.2 Direct Method:

Direct Method of teaching English means teaching English directly through the medium of English. In this method, the mother tongue is not used at all. This method comes as a reaction against the translation method. It is also called the natural method of teaching. The main advantage of this method is that the learners learn the English language in the same way as he/she learns his/her mother tongue.

2.3.3 Bilingual Method:

Bilingual method is a method where two languages i.e. the mother tongue and the target language is used. Here the mother tongue is used to achieve the target language. This method is based on the similarities and differences which exist between the situation, sounds, vocabulary, structure etc. of the two languages. If these differences or common things are known well, then learning of a foreign language is facilitated considerably when the child is learning his mother tongue, he/she becomes familiar with the situations and picks up the language correctly.
Comparison between Translation and the Bilingual Method:

In comparison with the Translation method, the Bilingual Method stands unique because here we have some modifications of the Translation Method. In this method, mother tongue is used by the teacher only and that too for explaining the meaning of difficult words and not by the students. Secondly, the students get a lot of practice in patterns which are not taken care of in translation method.

Comparison between Direct Method and Bilingual Method:

In Indian situations, many a time, the Direct Method of teaching English creates problems. Sometimes the teacher finds it difficult to make the student understand and sometimes the students fail to follow their teacher properly. Bilingual Method is, that way, a very good option. In Direct Method, no student is allowed to use mother tongue in any situation whereas in the Bilingual Method, some freedom is there for the teacher. He/she may use the mother tongue where the situation demands it. In some situation where the student has failed to follow the teacher, the mother tongue may be used. Thus, the glaring drawbacks of the Direct Method have been put to end by the use of the Bilingual method. Moreover, the merits of Direct Method continue in the Bilingual Method.

2.3.4.Natural Approach:

The Natural Approach was developed by Tracy Terell and which was later on supported by Stephen Krashen is a language teaching approach which claims that language teaching is a reproduction of the way humans naturally acquire their native language. The approach emphasizes the communicative approach to language teaching and rejects earlier methods such as Audio-lingual method and situational language teaching approach which Krashen and Terell (1983) believe are not based on the “actual theories of language acquisition but theories of the structure of language.” The Natural Approach belongs to a tradition of language acquisition where the naturalistic features of L₁ acquisition are utilized in L₂ acquisition. Its approach is to draw a variety of techniques from other methods and approaches to reach this goal which is one of its advantages. But the originality of this approach does not lie in these techniques but on the
activities based on a comprehensible input and meaningful communication rather than on grammatical mastery of the language.

2.3.5 Phonetic Method:

This method emphasizes oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving and seeking to impart a practical mastery of language forms for using in country, cultural information is also provided. The teacher would read a passage aloud, explaining unfamiliar words as students follow him/her. After discussing questions in the passage, students would paraphrase the story aloud. The next session would be written answers to questions, phonetic work on new words and ultimately recitation. Gestures, pictures and interesting contexts were to be used in making applications of familiar material. Graded reading would be introduced quite later. This method demanded “heavy requirements for linguistic expertise on the part of the teachers”.

2.3.6 The Audio-lingual Method:

The Audio-lingual Method represents a return to the Direct Method as its main goal is to develop native like speaking ability in its learners. It is an extension as well as a refinement of the Direct Method. Translation or reference to the first language is not permitted. Accordingly, this method, however, follows the notion that “L2 learning should be regarded as a mechanistic process of habit formation. Audio-lingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills of patterns are to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits”.

2.3.7 Communicative Language Teaching (CLT):

The Communicative Language Teaching marks the culmination of a movement that originated as a reaction against the teacher dominated, form-focused, traditional methods of language teaching, which often fail to equip the learners with ‘communicative competence’ (Hymes, 1966). Since the main purpose of learning a language is to be able to use it for communicative purpose, CLT, in broad terms, is any form of language teaching which aims at helping the
learners acquire the ability to communicate. CLT recognizes language as a meaning-making activity, which can be performed well mainly through engaging in the communication of meaning. One of the major underpinnings of CLT is that it distinguishes between knowing various grammatical rules and being able to use the rules effectively when communicating, that is, between ‘learning that’ and ‘knowing how’ (Nunan, 1989).

Communicative tasks, which demand considerable language activity on the part of the students, comprises of the core of the materials designed for CLT. Such tasks help the learners to learn the art of constructing meaning in the target language.

2.3.8 Total Physical Response Approach:

Sometimes a silent period is deemed necessary for some L2 learners. During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. These demands eventually become more complex. For example, Walk to the door becomes Stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts.

2.3.9 Immersion Programmes:

In this method, students are instructed in most of their courses and school activities in the second language. Instruction usually begins in the second language and eventually incorporates the native language. The main objective of any immersion program is that all students acquire a high level of proficiency in oral, listening, and literacy skills. Fundamental to an immersion program is the belief that normal children have the inherent capacity to learn a second language without jeopardizing their native language expertise.

2.10 THE NEED FOR AN ECLECTIC APPROACH:

At present, teachers of English around the world prefer some form of communicative teaching and learning, rather than the audio-lingual method and
its derivatives. However, we must remember that a successful TESOL teacher is not necessarily biased in favour of one method or another. He/she should be first of all competent in and comfortable with the methods he/she wants to use. The teacher should tend to select different teaching strategies from different methods, and blend them to suit the needs of his/her materials and students.

It is important that the students are given ample opportunities to practice English in the class as well as outside the classroom, even as it is important for them to have time and freedom to digest, reflect and analyze what has been exposed to them. Internalization of the linguistic structures and their ready and easy retrieval for communication are achieved in many ways.

A diligent TESOL teacher should continually learn new techniques from her peers and her students, as she interacts with them. He/she needs to know the new directions in teaching of English to speakers of other languages. His/ her own English speech, pronunciation, and writing should be as close to the “standard” as possible, or native-like, if she is not a native speaker of English and be able to stick to the “standard” for presenting his/ her lessons.

The teacher while writing in English should be simple, straightforward and plain. He/she should have a good command and conscious knowledge of the grammatical structures of the language and should be at home with the grammatical terms used to describe the structures. He/ she should be sensitive to the background and the needs of her class.

An English language teacher should have a clear voice, and should be energetic and enthusiastic so that the class will come alive in his/her presence. It is important for him/her to get all her students involved in the drills and exercises conducted in the class.

The work of O’Malley and Chamot (1990) and others before and after them emphasized the importance of style awareness and strategy development in developing mastery of any foreign language. Below is a list of Ten Commandments for good language learning (taken from Brown, H.D, 2000:137).
<table>
<thead>
<tr>
<th>Teacher's Version</th>
<th>Learner's Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Lower inhibitions</td>
<td>Fear not!</td>
</tr>
<tr>
<td>2  Encourage risk-taking</td>
<td>Dive in</td>
</tr>
<tr>
<td>3  Build self-confidence</td>
<td>Believe in yourself</td>
</tr>
<tr>
<td>4  Develop intrinsic motivation</td>
<td>Seize the day</td>
</tr>
<tr>
<td>5  Engage in cooperative learning</td>
<td>Love thy neighbour</td>
</tr>
<tr>
<td>6  Use right-brain processes</td>
<td>Get the big picture</td>
</tr>
<tr>
<td>7  Promote ambiguity tolerance</td>
<td>Cope with the chaos</td>
</tr>
<tr>
<td>8  Practice intuition</td>
<td>Go with your hunches</td>
</tr>
<tr>
<td>9  Process error feedback</td>
<td>Make mistakes work for you</td>
</tr>
<tr>
<td>10 Set personal goals</td>
<td>Set your own goals</td>
</tr>
</tbody>
</table>

These suggestions have been able to sensitize the learners to become self-dependent that is, taking charge of their own learning and not expecting the teacher to deliver everything to them.

### 2.4 TEACHING LANGUAGE SKILLS

Teaching English to speakers of other languages can be looked at from many different angles. Language is knowing and doing things; it is both ‘knowledge’ and ‘skill’. One useful way is to look at the teaching process of a language teacher is the teaching of various language skills.

There are, in general, four language skills, each based upon the modality of emphasis. These are the Listening, Speaking, Reading, and Writing skills (LSRW).

Listening and speaking skills are complimentary to each other and so they are known as the aural-oral skill. Reading and writing skills are complimentary to each other and so they are the visual-manual skills. Again, speaking and writing skills are known as productive skills. They are also called active skills. Listening and reading skills are known as receptive skills. They are also known as productive skills.
Generally speaking, it is emphasized that at first listening should be taught and then speaking, reading and lastly, writing. However, in real life situations of language communication, these skills are interdependent in many ways, even though they can be taught independently to some extent.

2.4.1 Listening Skill:

Listening in English is attending to and interpreting oral English. Listening is necessary to develop the speaking skill. The student listens to oral speech in English, then separates into segments the stretch of utterances he hears, groups them into words, phrases, and sentences, and, finally, he understands the message these carry. Listening prepares the students to understand the speech of the teacher of English as they speak naturally in a normal speed and normal manner.

In the classroom, students listen in order to repeat and to understand. In listening to repeat, students imitate and memorize linguistic items such as words, idioms, and sentence patterns. This is an important beginning task and focus of listening exercises. However, it is listening to understand that is real listening in its own right.

A person who understands spoken English can-

- Recognize the characteristics speech sounds, in isolation as well as in combination.
- Distinguish such sounds from similar sounds in mother tongue.
- Understand the lexical meanings of words in context and grammatical meaning of structures.
- Understand the meaning conveyed by stress and intonation patterns.
- Grasp the mood of the speaker and the theme of discourse.
- Anticipate words and structures from the context for understanding speech at normal conversational speed.
- Guess the meaning of an unfamiliar word from the context.
2.4.2 Speaking Skill:

Speaking involves using the sounds and words of English in an acceptable manner for meaning or message. The two skills of listening and speaking are grouped together under the ‘aural-oral skills’ because they usually function together and constitute the basic language skills.

A person who speaks English can-
- Produce the characteristics speech sounds and sound patterns, both in isolation and in combination.
- Use of appropriate stress and intonation patterns.
- Use of appropriate words and structures to express the intended meaning.
- Recall words and structures easily.
- Organize his thoughts and ideas in logical sequence.
- Adjust his speech according to his audience, situation and subject matter.

2.4.3 The Need for Proper Pronunciation:

Pronunciation is a very important component of speaking skill. Without proper pronunciation, which should be somewhat similar to but not necessarily identical to native performance, second or foreign language users of English will not be able to communicate accurately.

It is possible to communicate the information without elegant pronunciation. It is also possible to communicate one’s intent without elegant pronunciation. However, such communication would be inadequate or could even lead to miscommunication. Moreover, if we allow this to happen all the time and if we do not insist on certain standards of pronunciation, there is a danger that the students would be “led to a permanent plateau of pidgin from which very few emerge” (Bowen, 1985).

Pronunciation has been often taught through modeling by the teacher who asks students to listen and imitate him/ her. The teacher corrects the pronunciation, possibly then and there, and asks students to listen and imitate
him/her pronunciation through graded presentation of words, phrases and sentences.

2.4.4 Reading Skill:

Like other language skills, reading is a complex skill involving a number of simultaneous operations.

A person who comprehends written English can-

- Read a passage at normal speed.
- Understand the lexical and structural meanings of the words, phrases and sentences.
- Take in complete phrases or group of words at once and when reading aloud, use appropriate sounds, juncture, stress and intonation patterns.
- Guess the meaning of the unfamiliar word from the passage.
- Consult a dictionary to find out the meaning of an unfamiliar word.
- Read silently without moving the lips.
- Recognize the meaning of various graphic signals e.g. punctuation marks, paragraph indentation, capitalization etc.

Reading may be divided into two types-Oral reading and silent reading. Oral reading, like other speech work, is a useful means of mastering the language code. It is motivating for students of all levels and can therefore be used to practice the structures. It is also an effective device for quick testing of reading comprehension and for improving pronunciation. Silent reading, on the other hand, means reading completely silently without even moving the lips. Some psychologists believe that it is not possible to read without giving some phonetic value to the graphic symbols and therefore even in silent reading the reader has to ‘subvocalise’ i.e. mentally pronounce the words. Oral and silent reading refer to the features somewhat related to the mechanics of reading. But reading is “appreciating the sense of what is written: we read for meaning” (Crystal, 1987).
2.4.5 Writing Skill:

Writing is a manual skill and an individual effort. Individuals compose their thoughts often in privacy and then induce their thoughts to writing, using the strict conventions followed in the language. Writing is an individual effort or work, but it must follow the rules laid down. The development of writing even in native English speaking children is conscious and is thus non-spontaneous. As has been discussed by Thirumalai (1977), written language differs from oral language in structure and mode of functioning. The acquisition of oral speech by itself is the acquisition of signs (symbols). The acquisition of writing is a step further and the learner must now transfer the symbolization he/she acquires in the process of speech acquisition to written language. Vygostsky (1962) compares this to the acquisition of algebra which is harder than arithmetic. Added to this problem is the fact that writing needs no interlocutor.

A person who can express himself in written English can-

- Write the letters of the alphabet in reasonable speed.
- Spell the words correctly.
- Recall appropriate words and put them in sentences.
- Use appropriate punctuation marks.
- Link sentences with appropriate sentence connectors and sequence signals.
- Organize thoughts and ideas in logical sequence and suitable paragraphs around topic sentences.
- Use the form and register appropriate for the subject matter and the audience.
- Evaluate the significance of a word or a sentence in the overall context of the written passage.

2.4.6 Vocabulary:

The importance of learning new words in any language cannot be exaggerated. When we say that we know English, we mean that we know the
meanings and usage of a few thousand words in English. Communication in any language is impossible without some mastery of the words used in that language. It is mainly through using words that we compose and express our thoughts to others.

A second or foreign language learner of English is required not only to focus upon the sentence structures but also upon the acquisition of new words. Often, the learner seeks to learn the words before even attempting to understand and use the sentences. When a new sentence is presented to a learner, he tends to break it into manageable units called words.

Learning words in any second or foreign language program involves not only learning the meanings of the words, but also learning how these words are used appropriately in linguistic, sociolinguistic, and cultural contexts.

2.5 COMPETENCE- What it is?

Competence is the degree of accomplishment of an objective with respect to quality and time. It is an aspect of the total personality of the individual. It is defined as adequate for the purpose, suitable, sufficient or as legally qualified, admissible or as capable. It also refers to an adequate preparation to begin a professional career and has a direct linkage to certification requirement. Therefore, competence based education is an approach to instruction that aims to teach each student the basic knowledge, skills, attitudes and values essential to competencies.

The qualities of competence are enthusiasm, fluency, industrious, neatness, originality, adaptability and thrift. Competence does not result from possession of great amount of knowledge but is the ability to apply to practical situations the essential principles and techniques of particular subject matter. It can be described as a set of knowledge, skills, abilities and behavioral attributes which are required to deliver superior performance.

Competence, as applied to teachers, is the right way of conveying units of knowledge, application and skills to students.
2.5.1 Classification of Competencies:

Competencies of teaching are classified under five major categories-

1) **Cognitive Based Competence**- It defines knowledge, intelligence, skills and abilities. It is content based and helps to enlarge the sphere of activities.

2) **Performance Based Competence**- It demonstrates that the teacher can perform some activity. It is skill based and overt action oriented.

3) **Consequence Based Competence**- It brings changes in others. It is achievement based.

4) **Affective Based Competence**- It defines attitudes, values and tends to express in terms of behaviour.

5) **Exploratory Based Competence**- In this, the activities are performed to provide opportunities to students for learning. It is experience based.

2.5.2 Teaching Competence:

The whole notion of the teacher as the disseminator of knowledge has undergone a tremendous change today. While in the old scenario, the teacher was the only dispenser of knowledge, in the new scenario, the teacher has become the facilitator. The teacher who employs knowledge in the classroom does not funnel information into the students’ head. He guides them about the information to be assessed and interacted with. “The teacher is no longer the sage on the stage but the guide on the side”. A teacher can be called competent only if he has the competence in his teaching i.e. has teaching competence.
Competency in teaching is the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely. There are certain indicators to measure competency that are called observable behaviours which are displayed by anyone competent in that field. But not everyone competent in a given field will display the same series of observable behaviours (a competent teacher). Hence competence is not the same thing as performance. It is something that underlies performance.

There are four terms treated as synonymous: Teacher Effectiveness, Teacher Performance, Teacher as Facilitator and Teacher Competence (Reddy, 1998). The formal system of education is based on three components viz. learner, teacher and curriculum.

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 (Peklaj & Levpsec, 2007). The teachers’ competencies involve subject knowledge as well as the “pedagogical” knowledge, and the skills which enable the teachers to work with learners, with colleagues and other professionals that are responsible for children education and learning. Values are also an important competency of these competencies; teachers’ values and attitudes are related to children and their psychosocial development.

The complexity of the education context and of the teaching learning process, growing societal changes, growing instability in family life, effects of both on young students calls for a broader perceptive and demands more competent persons to operate adequately therein. A professional person is one who is competent to operate in such a context, has learnt to cope with the
inherent uncertainties of the area, has the expertise and courage to take critical decisions on the basis of available evidence, and has the technical skills to effectively implement decisions taken or to retrieve the situation if initial solutions prove inappropriate, inadmissible or workable. Such developments in teaching highlight the need for parameters or competencies within which a professional education should operate and achieve a professional process.

Hence, teaching competence is the capacity to assess, verify and enhance the fulfillment of one’s mission and purposes giving primary focus to the attainment of educational objectives. The deciding factor for assessing the competence in teaching is evident to the extent to which it achieves its goals and objectives. 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. (Mohanty, 1992).

The four areas of teaching competence identified by Smith (1960), represent the broad categories of preparation that teachers need in order to make effective decisions. These are as follows-
(i) Competence in theories of learning.
(ii) Attitudes which foster learning and positive relationship.
(iii) Knowledge of the subject matter to be taught.
(iv) A mastery of teaching skills and techniques

2.5.3 Competence Based on Knowledge:

A competent performance is based on 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-

- Utilize and enhance the approved curriculum.
- Give clear explanations relating to lesson contents.
- Show interrelatedness of one content area to the other.
- Communicate accurately in the content area.

2.5.4 Competence Based on Profession:

A teacher requires deep theoretical knowledge in order to gain professional competency. He/ she have to explore new theoretical paradigms about learning and teaching. With the increasing globalization for EAP (English for academic purpose) it is more important to establish a description of the skills, competencies and qualifications of a professional EAP practitioner. The performance criteria specify the results expected in carrying out the activity. Thus, they provide a detailed description of the performance required that enables evaluation, either by individuals themselves or by external evaluators.

2.5.4 List of Teacher’s Competencies:

I. Competency based on Knowledge: This competency is based on general as well as English language teaching competency.

i. The teacher explains the theme of the chapter before starting the chapter.
ii. The teacher relates the chapter to students’ previous knowledge.

iii. The teacher relates the subject knowledge with other subjects.

iv. The teacher guides the students to write summary in own words.

v. The teacher manages group/ pair activities for communication skills.

vi. The teacher engages the students in dialogue for spoken language.

vii. The teachers’ pronunciation and fluency in English is good.

viii. The teacher uses understandable vocabulary in the class.

ix. The teacher uses TLM in the class.

x. The teacher is competent in grammar and usage.

II. Competency based on Profession: This competency is based on the general competency of teaching.

i. The teacher takes interest in his/her profession.

ii. The teacher has command over the content of the subject.

iii. The teacher can manage the course content for the complete academic year.

iv. The teacher presents the lesson through interesting activities.

v. The teacher comes to class well prepared.

vi. The teacher motivates the students to make the lesson interesting.

vii. The teacher evaluates the homework daily.

viii. The teacher arranges the sitting arrangement.

ix. The teacher gives individual attention to the students.

x. The teacher evaluates the students well.

xi. The teacher is well aware of the objectives of the Secondary School Curriculum.

xii. The teacher plans the lesson.

The competency, in a comprehensive way in the twenty first century, can be said as the ability of a teacher to employ knowledge, information and the
learning techniques to provide high quality teaching and training, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability. Hence, to define teaching competence, a teacher must deliver quality of output. Quality of output is the good performance of teachers, which can be made effective through feedback services, which are employed for developing teaching skills and competencies among the teachers. It also includes mechanism of feedback devices for modification of teacher’s behaviour as the competent teachers are not only born but are made. In the present study, the investigator has taken into consideration only two competencies – Competency based on Knowledge and Competency based on Profession as they have relevance to the teaching method of the teachers.

2.6 TEACHER AND QUALITY EDUCATION:

According to the International Commission on Education (1996), “Teachers must adopt their relationship with learners, switching roles from socialist to accompanist, and shifting the emphasis from dispensing information to helping what learners seek, organize and manage knowledge, guiding them rather than molding them”. The issue of teachers is becoming a priority in the educational phenomenon and it is a mere platitude to state that good quality education needs good teachers. It is quite difficult to estimate the influence of teachers on the pupils and the role of a teacher in molding the character of thousands of pupils is tremendous. In Indian context, the teacher is assigned a splendid role; he is a guide, purveyor of philosophy and knowledge and one who imparts moral values. In the acquisition of knowledge, he/she provides both the concepts and also acts as a conduct, conveying concepts. If learning is a process, the construct of teaching or imparting that skill is the teacher. (Dutt and Swamy, 1997).

Owing to so many reasons, best persons are not being attracted to the teaching profession. So there is a decline and steep fall of standards in education and also in the general ways of living in people. It is indeed the hour for teachers to undergo self-criticism, to introspect and to find out the reasons for this state of
affairs and to know how far teachers are responsible for the deplorable state of affairs.

It is certain that to provide the best education, the best teacher should be necessarily equipped with skills and competencies. This is true especially at the secondary level where the role of a teacher becomes limitless and infinite since he/she inculcates the values of positive attitudes in students. However, enlightened may be the aims of education; however updated the equipment may be, the system of education becomes corrupt and collapse gradually. Therefore, it is a matter of fact that the best way to provide quality education, is to empower teachers with essential competencies. The teachers should be properly enlightened, educated through proper training and develop a sense of responsibility and love towards his/her profession and with rapid expansion of secondary education both in number and extent, the teacher must come out of teacher educational institutions with great perfection in teaching competencies and allied aspects. (Rao and Rao, 1996).

2.6.1 Present scenario of Teacher Education:

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession.

Education of teachers needs to be strengthened and stressed upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. It is acknowledged that formal professional training on continuous basis is necessary
for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct.

2.6.2 Teacher Education at Secondary Stage:

For teaching at secondary stage, the qualification most sought after is one year B.Ed. which is in fact B.Ed. for secondary stage. However, at present, there are several variations for first degree level qualification which are also available. These include B.Ed. (Elementary); B.Ed. (Special Education); which too are programmes of one year duration; B.Ed. through correspondence or distance education mode which is now of two years duration. There are certain other variations in the form of vacation courses or part-time courses which were available before NCTE norms came into force. In addition, there are four-year integrated courses for elementary stage and also for secondary stage.

Teacher education programme at this stage, like at all other stages, will include the theory, practice teaching in schools, and practical work in the light of contexts, concerns, profile of teachers and general and specific objectives.

Specific Objectives:

The specific objectives at this stage may include the following:

- To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
- To develop among teachers an understanding of the psychology of their pupils.
- To enable them to understand the process of socialization.
- To equip them acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- To develop skills for guidance and counselling.
- To enable them to foster creative thinking among pupils for reconstruction of knowledge.
• To acquaint them with factors and forces affecting educational system and classroom situation.
• To acquaint them with educational needs of special groups of pupils.
• To enable them to utilize community resources as educational inputs.
• To develop communication skills and use the modern information technology.
• To develop aesthetic sensibilities.
• To acquaint them with research in education including action research.

2.6.3 Language Education at the Teacher Education Institutes:

In the last decade, changing conceptions of learning and rapid technological advances have brought changes in the language teaching and learning process. Language classroom have increasingly been turned into blended learning environment that focuses on active learning thus raising the quality of language learning experiences. The use of multiple teaching and guiding methods which includes face-to-face sessions with online activities, language labs and also utilizing a mixture of technology-based materials like the internet, multimedia, CD-ROMs and laser discs, access to foreign documents on the worldwide web has broken the monotony and provided variety in the teaching-learning situation. The growing use of Information and Communication Technology (ICT) in blended language learning in the Teacher Education Institutes has brought a sea change to the whole teaching-learning process. It has helped the learners in better understanding and the retention of information which is not possible otherwise in a traditional classroom.