

# Skill-based Competency of Teacher Educators in English Language: Professional and Pragmatic Diversity

Dr. Kamal Haider<sup>a</sup>, Dr. Muhammad Yousuf Sharjeel<sup>b</sup>, Dr. Ann Samson<sup>c</sup>,  
Sonia Manzoor<sup>d</sup>, Dr. Nazia Abdul Rehman<sup>e</sup>, Dr. Safia Niazi<sup>f</sup>, <sup>a</sup>Assistant  
Professor/ Federal Urdu University of Arts, Science and Technology Karachi,  
<sup>b</sup>Department of Education-SZABIST-Karachi, <sup>c,d</sup>Federal Urdu University of  
Arts, Science and Technology, <sup>e,f</sup>Benazir Bhutto Shaheed University Lyari  
Karachi Pakistan, Email: <sup>a</sup>[kamalhaider@fuuast.edu.pk](mailto:kamalhaider@fuuast.edu.pk),  
<sup>b</sup>[yousufsharjeel@hotmail.com](mailto:yousufsharjeel@hotmail.com), <sup>c</sup>[Dr.annsanson@fuuast.edu.pk](mailto:Dr.annsanson@fuuast.edu.pk),  
<sup>d</sup>[Soniaayaz10@gmail.com](mailto:Soniaayaz10@gmail.com), <sup>e</sup>[nzshakir@gmail.com](mailto:nzshakir@gmail.com), <sup>f</sup>[dr.safianiazi@gmail.com](mailto:dr.safianiazi@gmail.com)

The significance of English language since the inception of Pakistan as a lingua franca, a medium to reach the scientific and technological asset of the developed nations has become quite distinct. Moreover, it is significant for correspondence and interaction within and outside the country. It is serving a vital purpose for higher studies and study abroad. Its importance in business communication, civil service and employment is inevitable. The aim of the study was to evaluate the competency of teacher educators and its impact on the communicative skills of trainee teachers. Survey method and sequential explanatory design was followed to integrate the mixed-method data collected through the administration of the questionnaire and interviews. The result depicted an uncertain and incompetent professional skills of trainee teachers. These competencies encompassed skills in developing a lesson plan, constructing instructional learning objectives, adopting student-centered approaches and methods, using instructional technologies and managing classrooms of English language in formal situations. The study concludes that English language must be taught in all the schools irrespective of private or public, rural or urban. It's teaching, however, needs intensive training and evaluation of the competencies of teacher educators who train the trainees (school teachers).

**Key words:** *Skill-based competency, teacher educator, student-centered approach*



## Introduction

### *Background*

English language gained its ground in the country and is being taught as a second language and medium of instruction. After independence, Pakistan's first Educational conference was held on 27<sup>th</sup> December 1947 presided by education minister, Fazlur-Rehman. One of its salient features was to make the Urdu language a lingua franca, medium of language understood by all. Its teaching was declared as a compulsory subject in schools though it was not made the medium of instruction in all the schools. This policy emphasized Urdu the most, which underemphasized other indigenous languages of Pakistan. The English language was just stepping in (Tariq Rehman, 1998). Urdu's popularity had no adverse effect on English, which continued to become a language of offices, bureaucracy, army and courts.

### *Statement of the problem*

The situation that prevails in our society is the lack of communication in English as a second language. Students graduating from the public schooling system seem to have experienced lack of communication in the language. Consequently, they lag behind the modern fast-moving world and their traditional rivals. The researchers focused the most important aspect that is looking deep into the competencies of teacher educators who teach the school teachers. The researchers aimed to find out the present and desired competencies in the teacher educators, the importance of knowing them, their impact on the communication skills of trainees and knowing the importance of these skills. The problem in the study is the incompetency of teacher educators in English as second language. The trainee teachers and their students were found to be unable to communicate effectively in English language. Their verbal, written and nonverbal communication in the second language was poor. The study sought to find out their existing level of competencies in order to prescribe the desirable level of competency in English language. The improvement of which may lead to positive impact on the communication skills of trainee teachers and their school students.

### *Significance of the study*

Most of the children in Pakistani schools are bilingual. They speak in their mother tongue, learn the national language and English at schools. Many study Urdu as their second language. English is an addition to it. Language experts are of the view that, the more language one knows, the easier it is to learn more (Seidner, Stanley 1982). According to Seidner, it is much more difficult for the adults to acquire the second language than it is for infants to learn their first language. Sensitive period of learning exists during which language can be learned readily. (Seidner, Stanley, S. 1982). The importance of learning the native and the national language is quite clear and evitable, whereas, learning of English is a great challenge for the future generations, who have to face a world rich in power, resources, and technology.



Communication and correspondence with the developed world are only possible through a medium, a language understood and spoken by the majority of world population.

It is estimated that people of the world who use English for communication on regular basis is around two billion (School of ELC, 2013). Many private and public schools in Pakistan do not develop the required proficiency level of English language in their students. Developing language proficiency of the students and the teachers is the need of the hour. The importance of English can be highlighted by the fact that global communication in business and industry is possible in English only. Furthermore, most of the content material on the internet is available in English. One can avail the resources by knowing the language School of ELC, Brighton. English language proficiency is important for the teachers to create a language environment to train their students who can communicate across the nations.

Teaching English is a noble calling, enabling the students to make their place in the world and become active participants in the global conversation” (Bloomsbury International, 2013). English is important for students who proceed abroad for higher studies. If their footing on the language platform is firm, they can easily meet their goals. Teacher educators should be competent enough to train their students to face the challenges of the modern world.

### *Objectives*

1. To assess the skill-based competencies in English among the teacher educators
2. To find out the impact of English teacher’s competencies on the communicative skills of trainee teachers.

### *Scope and justification of the study*

The scope of study is limited to the teacher educators and trainee teachers of the private and public teacher training institutions of Karachi. The study will benefit the teacher educators and the trainee teachers. Teacher educators will be able to improve their teaching methodologies and update their strategies. They can update their subject matter knowledge and increase the usage of instructional technology in classroom teaching for effective language teaching. The study will also ensure a creative and activity- oriented classroom environment. Verbal and non-verbal communicative skills of trainee teachers will also be improved as a result of the positive impact on them by the teacher educators. These skills can communicate the message more effectively than the verbal skills. Use of symbols, instructional technology and audio visual aids can be improved to a large extent.

### **Review of Literature**

The ever-changing socioeconomic, political and cultural conditions of the globe need some enhanced, up-to-the mark and illuminated qualities in teachers. The socio-economic conditions

have influenced education in general and teacher education in particular in Pakistan. Teachers are mainly responsible for shouldering the responsibilities of revitalization, direction, re-direction and characterization of new generation. Teachers can bring up the new generation to face the challenges of the modern changing world, hence, teacher education as compared to general education needs profound understanding and practice. An ideal teacher educator is like a knitting wheel which delicately knits a strong network around all the elements of a teachers' lesson planning, presentation, teaching strategies, collaboration with colleagues, problems and their resolution and social conflicts. Teachers play pivotal role in learner achievement. Previously, it was known as teacher training, which had a very narrow perspective and limited scope (Kumar, (2016).

The phrase teacher training has been replaced by the term teacher education, which is a more comprehensive term as it deals with all the aspects and problems that surround the students and the school. It has the capacity to absorb on-going and novel ideas of researches in teacher education. According to Hammond (1997) "effective teacher education is key to teacher's ability. Various educational challenges are faced and socio-economic conditions are met within and without the school."

Mustafa (2013) writes that English language teachers face a challenge. To most of the children in our schools, English language is alien. Credit is to be given to English teachers for developing motivation within them to learn the language. Bashir Uddin, (2014) conducted a research to know about the English teachers in Pakistan. His result showed that majority of teachers had master's degree in other than English subject. They did not have relevant academic qualification. "In private schools, teachers are self-motivated to teach whereas in public schools, they are given the subject by the administration." (Bashir Uddin, 2014).

It is assumed that anyone can teach English who is fluent in speaking, but contrary to this, the English language teachers in our country can hardly speak in English, but are given the responsibility to teach (Shamim, 2008.) English is taught through translation into mother tongue (Coleman, 2010). English teachers focus more on translation and grammatical aspect of language rather than oral aspect (Ghafoor, 1998). Degree in the relevant subject enhances professional confidence and motivational level of teachers. Aziz, (2015) conducted a research in district Okara and Bahawalnagar about learning difficulties in English. Results showed that teachers of English language had no proper training of teaching the language. There was scarcity of resources and curriculum was diverse. Akram (2012) conducted a research in Burewala and Vehari on the problems of teaching and learning English pronunciation in Pakistan. Results showed that students needed special training in sound recognition and expressions.

Bilal et al, (2013) conducted research in the rural areas of Pakistan concerning the usage of English. Results showed that even after eleven years of schooling, students still lack confidence in speaking English. They develop the writing skill easily, but not the speaking skill. The

research recommended that an environment of English speaking and trained ELT teachers are needed for improvement.

Tariq, et al (2013) researched on difficulties in learning a second language in Sargodha district. The study resulted in exhibiting the problems of unsuitability of environment, lack of family support and sound background. Experts conducted a research on Grade X students about challenges of teaching and learning English language. The result showed that teachers had improper training, inadequate facilities and were teaching a curriculum which was insufficient and unsupportive to teach English language. Similarly, Bigelow (2010) examined English as a Second Language, (ESL) pre-service teachers on how to use language objectivities into content-based lesson plans. The results showed that the pre-service teachers use narrow range of grammatical items and materials which needed improvement on a larger scale.

Many researchers have discussed the academic English to be used in education, research and literature. They further elaborated its use in actual practice and its implication in teacher education. According to the researchers, improper training in the language and insufficient practice are the causes of deteriorating condition of language in use. Woodman, (2014) studied the usability of mobile phones in language classroom in Australia and Greece. The study found that its negative perception decreases its usability. The study says it has certain educational usages in schools. Ban on its use in the classroom is a hurdle in the way of effective communication. Futrell, (2011) discussed about the reforming and transforming of teacher education. Reforming is changing process, continuously improving and giving solutions. Reformation and transformation as discussed by Futrell, (2011) is not being done in Pakistani present teacher education system. English language teaching and communication being in a dismal condition need reformation and transformation of teacher education to increase the communication skills of the educators and the trainees.

A study in Pakistan highlighted the importance of teaching and responsibilities of teachers. It discussed classroom activities related to teacher's competence. The findings were that repetition and memorization are still practiced in schools and are given importance. According to in-service teachers, lack of training programs and lack of updated curriculum is a hindrance in the way of being an effective teacher (Arikan, 2010). The study considers that a competent teacher learns by sharing experience with others, making the classroom environment more conducive and promoting interactive learning." Wragg (1993) is of the view that, "knowledge and understanding of the content, should be possessed by the teacher.

According to Protsko, (2014) "modernization of training of teachers with vocational, organizational and administrative competencies and communicative skills is essential." Iqbal, et al, (2010) used three data collection instruments. Teacher knowledge test (TKT), the competency scale and open-ended questionnaire. The aim of this research was to explore the strength and weakness of pre-service English teachers' perception during their real classroom experiences. Result of all the three data collection instruments did not match, hence varied

strength and weakness of teachers were deciphered. Morozan, (2010) modernized the English language competencies through communication. He devised following competency areas:

- Linguistic competence- phonology, morphology, lexical and syntax.
- Discursive competence- capacity to build and organize an oral discourse.
- Social-cultural competence -social group interactions.
- Pragmatic competence used in specific scenario as how to act in a social event.
- Inter-cultural competence, culture of people speaking different languages.
- Functional competence is related to professional attributes.

Alexander, (2017) describes that teacher's attributes and qualities are very important in the teaching and learning process. It is important that teacher education emphasize those qualities which make teachers more effective. Teacher needs content knowledge and communication skills to be effective. Such qualities of teachers have a positive effect on the communication skills of the trainees.

“Expressing thoughts clearly”, as described by Wilczynski, (2009) “articulating opinion, communicating coherent instructions, motivating listeners through powerful speech, have always been valued in workplace and public life.” According to Duggan (2018), “verbal communication is to get a message from the sender, be sure that the receiver correctly interprets the words and provides feedback. If not, then confusions and conflicts will result.” By successfully delivering a message, one can describe ideas, thoughts and concepts that allow people to work better together.

Furthermore, use of audio-visual aids and instructional technologies are effective ways of communication. According to Blazer, (1969) “approximately 75% of a teacher's classroom management direction is non-verbal. Trainees use many cues to make judgement about teacher's competence and character.” These can be obtained by observing the teacher's non-verbal behavior. According to Miller, (2005) “in a classroom, non-verbal communication means showing enthusiasm, facial expressions, using gestures, moving towards the trainees, maintaining eye contact, displaying positive head nods and speaking with clear voice and intonation.” Successful teaching needs positive non-verbal communication which may in turn be carried down to the students.

A competent teacher who practices communicative exercises and reciprocal activities with students exerts positive impact on the behavior of the students. According to Fielding et al, (2003) “trainees become expert reciprocal teachers when they start practicing metacognition behavior like making connection to schema, questioning, talking, and learning reciprocal teaching.” Curtis, (1993) called upon a poet in residence and a writer in residence that is in real life. They were called in the school. The poet and the writer worked with the children in real life by giving ideas and characters and writing them down. Through this activity, several



characteristics were developed in the trainees. Studies prove that student-teacher dialogues create self-confidence in them and work against silence culture. The goal of this activity where trainees find freedom to speak and write their own way is democracy and confidence. This may evolve future citizens with tolerance, vigilance and active critiques who can bear the diversified life style of others.

Role Play is a paired activity which provides fluent speech for the purpose of persuading one another through learnt language. Opinion-gap activity identifies personal preferences, choices or attitudes. In groups, students discuss different aspects of a concept or event. They get varied replies from different students. Reasoning gap activity is deriving different and new information through the process of inference like a puzzle to be solved.’’ These activities can have a positive impact on the communication skills of students seeking to learn English as a second language. Cooperative and collaborative activities help teacher educators and trainee teachers to listen to each other, comment, discuss and share ideas. There are several factors influencing the communication skills of trainee teachers, but teacher educator’s competencies and abilities have the first and long-lasting impression.

Teacher’s behavior, accent, pronunciation, fluency and prosody is cleverly observed and absorbed by the trainees. Teacher’s style of speaking, talking and communicating is more important for the trainees to follow than any pious verdict. Teachers exhibit their competencies through the planning of their lessons, construction and attainment of intended learning outcomes, use of instructional technology, enabling trainees to pair-share and work, organizing activities and collaborated group work. This is followed by getting constructive feedback and bringing improvements in the new lessons. Teacher’s competencies can be evaluated through self-evaluation, colleague observation, principal’s evaluation, portfolio analysis, student’s evaluation and feedback. Artifacts and trainees’ achievements can be considered simultaneously. Teachers own verbal, nonverbal and written communication affect the student’s communication skills. Hence proper training, constructive and continuous evaluation of teacher educators is mandatory. Continuous monitoring and trainings to skillfully communicate the updated curricula to the trainees through effective pedagogies and technology have become the professional needs. Transmission of knowledge, ideas, beliefs and transformation of behavior are important responsibilities of teacher educators.

### **Research Methodology**

Mix method research was used in the study. Interview was qualitative instrument, whereas questionnaires for teacher educators and trainees were quantitative instruments. There are six types of mixed method research, out of which four are discussed therein; 1) Sequential explanatory design involves the collection and analysis of quantitative data followed by collection and analysis of qualitative data. Priority is given to quantitative data and findings are integrated during interpretation phase. 2) Sequential exploratory design is qualitative data analysis followed by quantitative data analysis. Priority is given to qualitative aspect. Findings

are integrated during the integrated phase. 3) Concurrent triangulation is when only one data collection is used. Quantitative and qualitative data collection and analysis are conducted separately. Findings are integrated during interpretation. 4) Concurrent nested is when only one data collection phase is used during which a predominant method nests the other less priority method. The data are mixed during analysis phase. The researchers used the sequential explanatory design. Priority was given to quantitative data followed by qualitative data. At the interpretation level, both data were merged. Separate questionnaires were designed for teacher educators and trainees. Interview was conducted for teachers of English.

### ***Research Strategy***

The research type was descriptive and survey method was adopted to collect information through questionnaires from teachers and trainee teachers. Interviews were taken from teacher educators of English to get precise information about English communication skills in teacher training colleges and universities.

### ***Population***

The research focuses the teacher educators and trainee teachers of B.Ed. (Hons). For this purpose, all the teacher training colleges and universities in Karachi, private and public where this program is in vogue were taken as population. There are ten public and ten private colleges that offer teacher education programmes whereas four public and six private universities also offer teacher education program in Karachi.

### ***Sampling***

The researcher used stratified sampling for the selection of institutions. For this purpose, multistage stratified sampling was done. Institutions were divided into colleges and universities. They were further divided into private and public categories. Four private and six public colleges were selected, whereas two private and two public universities were selected. All the available teacher educators and trainee teachers from the selected institutions were selected through purposive sampling. Interviews were taken from teacher educators of English from four colleges and one university.

### ***Research Instrument***

For data collection, researcher used a questionnaire on 5-point Likert Scale with options of strongly disagree, disagree, undecided, agree, and strongly agree. The questionnaire had three open-ended questions to support the close ended questions. Questionnaire of trainee teachers was also designed on 5-point Likert Scale with options of strongly disagree, disagree, undecided, agree and strongly agree. Second instrument was interview taken from five teacher

educators of English from four colleges and one university. The interview questions helped in determining the accuracy of the responses obtained from the questionnaires.

### *Data Collection*

The data was collected by the researcher on visiting six public and four private colleges, two public and two private universities. All the available teacher educator's and trainee teachers were selected for the purpose. One hundred and fifty teacher educators and the same number of trainee teachers were given questionnaires. Only ninety-five questionnaires were returned by teacher educators and all by trainee teachers. Four teacher educators from colleges and one from university were interviewed specifically on English language communication to supplement the responses of the questionnaire.

### **Data Analysis**

Chief aim of the research was to find out the competencies of teacher educators affecting the communication skills of the trainees. In this research, the sequential explanatory design was adopted. Researchers analyzed the data by applying SPSS V22. T-test was applied to see whether there was a significant difference between the means in two unrelated groups. Questionnaires were presented to the teacher educators and trainee teachers designed with five rating points based on Likert scale. The options were strongly disagree, disagree, undecided, strongly agree and agree.

The questionnaire comprised three open -ended questions to support the close-ended options. The responses of teacher educators and trainee teachers were analyzed using IBM- SPSS and Independent sample t-test to compare mean values of teacher educators and trainee teachers. Data was analyzed qualitatively through structured interview taken from five English language teacher educators of different institutions.

The responses were quantitatively analyzed and integrated with the qualitative analysis to draw conclusions. This was done narratively. Sequential explanatory design was followed to integrate both data. The findings of quantitative and qualitative analysis were identified and coded. The codes with similar concepts were categorized into patterns. Themes were created which represented similar patterns. The researchers exercised both qualitative and quantitative methods of research. In interviews, the researchers contacted the respondents face to face with the interviewee and acquired firsthand information. In observation, the researchers got direct information that coincided with objectives.

It is important that ethical standards of conducting research be considered for transparency in the process being adopted. Hence all the information collected was kept in privacy and was not disclosed. Permission to visit the institutions for the purpose of research was granted by the competent authority. Researchers personally visited the institutions and encouraged the teacher

educators and trainee teachers to fill the questionnaires. The concerned persons were assured that all the information collected would be used only for educational purpose. There were few institutions which did not respond to the request for providing data.

### Data Analysis

Data were stored and analyzed using IBM-SPSS version V22. Independent sample t-test was used to compare the mean values. P-values less than 0.05 were considered significant.

Table 1: Mean Comparisons of Competencies of Teacher and Trainee for Methods

| Components   | Teacher Educator |      | Teacher Trainee |      | p-value |  |
|--|------------------|------|-----------------|------|---------|--|
|  | Mean             | SD   | Mean            | SD   |         |  |
| Communicative language teaching (CLT) is the most effective method of teaching English | 3.86             | 0.90 | 3.70            | 1.10 | 0.23    |  |
| Audio lingual approach is effective for teaching English                               | 3.86             | 0.98 | 3.60            | 1.00 | 0.045*  |  |
| Grammar and translation method is an out dated method today                            | 3.57             | 1.20 | 3.87            | 0.92 | 0.041*  |  |
| *p<0.05 was considered significant using independent sample t-test                     |                  |      |                 |      |         |  |

Table 1 gives the comparison on methods for competencies. Results show that teacher had significantly higher mean value for audio-lingual approach. Component 1 states the null hypothesis as there is no difference in the teaching methodology of CLT being and not being used by the teacher educators for having an impact on the communication skills of trainees. This has a P-Value of 0.23. we fail to reject the Ho. This may be the main draw back for the non-preference of CLT approach to be used by the teachers of English in having an impact on the communication skills of trainees. Whereas component 2 states the null hypothesis that trainees being taught and not taught through audio lingual method make no difference in the impact on the communication skills of trainees. It has the P-Value of 0.043 rejecting the null hypothesis.

This shows that teacher educators are in favour of teaching through audio lingual method with more mean value than the trainees. Component 3 has the null hypothesis that being taught or not taught through grammar and translation method makes no difference in having impact on the communication skills of trainees.

The P-Value obtained through this is 0.041 with teacher educators having low mean value than the trainees. Hence the null hypothesis is rejected.

Table 2: Mean Comparison of Competencies of Teacher and Trainee for Activities

| Components  | Teacher Educator |      | Teacher Trainee |      | p-value |
|---|------------------|------|-----------------|------|---------|
|   | Mean             | SD   | Mean            | SD   |         |
| conduct activities in English for the attainment of ILO's (Intended learning outcome) | 3.67             | 1.02 | 3.93            | 1.07 | 0.057   |
| *p<0.05 was considered significant using independent sample t-test                    |                  |      |                 |      |         |

Table 2 gives the mean comparison on activities responses. The trainee had higher mean values to conduct activities in English for the attainment of ILOs. However; difference was not statistically significant. The null hypothesis that conducting activities and not conducting activities in the class for the attainment of ILOs makes no difference to have an impact on the communication skills of trainees is accepted with a P-Value of 0.057.

Table 3: Mean Comparison of Competencies of Teacher and Trainee for ICT

| Components   | Teacher Educator |      | Teacher Trainee |      | p-value |
|--|------------------|------|-----------------|------|---------|
|  | Mean             | SD   | Mean            | SD   |         |
| use instructional technology in teaching second language           | 3.78             | 1.03 | 4.04            | 0.91 | 0.03*   |
| *p<0.05 was considered significant using independent sample t-test |                  |      |                 |      |         |

Table 3 gives the mean comparison on responses of instruction technology. Trainee teacher has significantly higher mean value for use of instructional technology in teaching second language. The P-value is 0.03 which means the probability of null hypothesis is 3%. With this small P-Value, the null hypothesis is rejected as there is sufficient evidence to support that the utilization of instructional technology can improve the communication skills of trainee teachers.

Table 4: Comparison of Competencies of Teacher and Trainee for group Learning

| Components   | Teacher Educator |      | Teacher Trainee |      | p-value |
|--|------------------|------|-----------------|------|---------|
|  | Mean             | SD   | Mean            | SD   |         |
| Encourage collaborative and cooperative teaching                   | 3.74             | 1.22 | 4.19            | 0.78 | <0.01*  |
| Encourage group learning, pairing and sharing                      | 3.93             | 1.06 | 4.11            | 0.73 | 0.14    |
| Maintain discipline while working in groups                        | 3.93             | 0.95 | 3.74            | 1.17 | 0.17    |
| *p<0.05 was considered significant using independent sample t-test |                  |      |                 |      |         |

Table 4 gives the mean comparison of group learning responses between teachers and trainees. Results shows trainees have significantly higher mean value to encourage collaborative and cooperative teaching. No significant difference in opinion was observed for encouraging group learning, pairing and sharing responses and maintaining discipline while working in groups. This has 3 components.

Component 1 shows the null hypothesis that encouraging or not encouraging collaborative and cooperative learning makes no difference in having impact on the communication skills of trainees. The P-Value obtained is  $<0.01$  and the null hypothesis is rejected. Hence collaboration and cooperation in learning are significant. Component 2 has the null hypothesis that pairing and sharing or not pairing sharing makes no difference to have an impact on the communication skills of trainees. The P-Value obtained is 0.14. we fail to reject the  $H_0$ . Hence learning through pairing and sharing may not be important for teachers. The difference is not distinct. Component 3 has the null hypothesis that maintenance and non-maintenance of discipline in the class makes no difference to have an impact on the communication skills of trainees. The P-Value obtained through this is 0.17. we fail to reject the  $H_0$ .

Table 5: Mean Comparisons for Evaluation of Teachers Competencies

| Components  | Teacher Educator |      | Teacher Trainee |      | p-value |
|---|------------------|------|-----------------|------|---------|
|   | Mean             | SD   | Mean            | SD   |         |
| Trainees can better judge the competencies of teachers                  | 3.58             | 1.18 | 3.87            | 0.75 | 0.039*  |
| * $p < 0.05$ was considered significant using independent sample t-test |                  |      |                 |      |         |

Table 5 gives the mean comparison of responses for evaluation of teacher's competencies. Teacher trainees have significantly higher mean value as trainees can better judge the competencies of teacher. The P-Value obtained is 0.039. The null hypothesis is rejected that trainee teacher's judgement makes no difference to have an impact on the communication skills.

Table 6: Mean Comparison for Verbal Communication Skills

| Components   | Teacher Educator |      | Teacher Trainee |      | p-value   |
|--|------------------|------|-----------------|------|-----------|
|  | Mean             | SD   | Mean            | SD   |           |
| Demonstrate model lessons in the class               | 4.01             | 0.92 | 3.93            | 0.84 | 0.45      |
| Encourage trainees to deliver the lessons in English | 3.99             | 0.89 | 3.57            | 1.04 | $<0.01^*$ |
| Trainees perform role plays in English               | 3.73             | 0.95 | 3.38            | 1.15 | $0.01^*$  |
| Talk to the trainees in English                      | 3.55             | 1.13 | 3.55            | 1.12 | 0.98      |

Table 6 gives the mean comparison on responses on verbal communication. Teachers educators have significantly higher mean values for encouraging trainees to deliver the lesson in English. There was no significant difference in opinions was observed for demonstrating model lesson in the class, talk to the trainees in English, and participates in debates and speeches in English. This table has 5 components:

Component 1 null hypothesis states that teacher educators' demonstration or non-demonstration of lessons makes no difference in the impact of communication skills of trainees. The P-Value obtained is 0.45. We fail to reject the  $H_0$ . It concludes that teachers do not

demonstrate model lessons in the class. Component 2 states null hypothesis as it makes no difference whether trainees are encouraged or not encouraged to deliver lessons in English. The P-Value is  $<0.01$ . Hence null hypothesis is rejected. Component 3 null hypothesis state that it makes no difference whether the trainees perform or do not perform roleplays in the class. P-Value obtained is  $< 0.01$ . Hence the null hypothesis is rejected. Component 4 null hypothesis states that it makes no difference whether the teachers talk in English or not in the class. The P-Value obtained is 0.98. Hence, we fail to reject the  $H_0$ . It is concluded that teachers do not talk in English. Component 5 null hypothesis states that it makes no difference whether the trainees participate in debates and speeches or not. The P-Value obtained is 0.07. we fail to reject the  $H_0$ . This means that trainees do not participates in debates and speeches

Table 7: Mean Comparison for Non-Verbal Communication Skills

| Components  | Teacher Educator |      | Teacher Trainee |      | p-value |
|---|------------------|------|-----------------|------|---------|
|   | Mean             | SD   | Mean            | SD   |         |
| Use non-verbal gestures in the class                                  | 3.55             | 1.02 | 3.61            | 0.90 | 0.65    |
| Trainees understand non-verbal gestures                               | 3.66             | 0.87 | 3.68            | 0.89 | 0.88    |
| * $p<0.05$ was considered significant using independent sample t-test |                  |      |                 |      |         |

Table 7 gives the mean comparison on non-verbal communication skills. Results show trainee teachers have higher rating to use non-verbal gesture in the class and trainees understand non-verbal gestures. However; the difference was not statistically significant. This has 2 components. Component 1 has the null hypothesis that it makes no difference whether teachers use or do not use non-verbal gestures in the class. The P-Value obtained is 0.65. we fail to reject the  $H_0$ . Component 2 has the null hypothesis that it makes no difference whether the trainees understand or do not understand the non-verbal gestures. The P-Value obtained is 0.88. We fail to reject the  $H_0$ .

Table 8: Mean Comparison for Written Communication Skills

| Components  | Teacher Educator |      | Teacher Trainee |      | p-value   |
|---|------------------|------|-----------------|------|-----------|
|   | Mean             | SD   | Mean            | SD   |           |
| Encourage the trainees to communicate their ideas and concepts in written English | 3.76             | 0.99 | 3.60            | 1.13 | 0.24      |
| Give feedback in written English  | 3.76             | 1.01 | 3.61            | 1.09 | 0.29      |
| Trainees ideas are logically organized  | 3.55             | 0.93 | 3.66            | 1.01 | 0.41      |
| Vocabulary is used effectively to communicate ideas                               | 3.89             | 0.84 | 3.98            | 0.92 | 0.46      |
| Trainees make no grammatical mistakes   | 2.57             | 1.23 | 3.02            | 1.04 | $<0.01^*$ |
| * $p<0.05$ was considered significant using independent sample t-test             |                  |      |                 |      |           |

Table 8 gives the mean comparison on written communication skills. Results show that teacher educators had higher rating to encourage the trainees to communicate their ideas and concepts in written English and give feedback in written English. Low mean values for trainee's ideas are logically organized and vocabulary is used effectively to communicate ideas, but mean difference was not statistically significant. Trainees have significantly higher mean value for making no grammatical mistakes. It had 5 components.

Component 1 had the null hypothesis that it makes no difference whether the trainees are encouraged or not encouraged to communicate ideas and concept in written English. The P-Value obtained is 0.24. we fail to reject the Ho. This means that trainees are not encouraged to communicate in written English. Component 2 had the null hypothesis that it makes no difference whether the teachers give feedback to the trainees or not. The P-value obtained was 0.29 as the null hypothesis. So, we fail to reject the Ho. This means the trainees are not given feedback in written English communication. Component 3 had the null hypothesis that it makes no difference whether the ideas of trainee teachers are logically organized or not. The P-value obtained is 0.41. we fail to reject Ho. This means that the trainee's ideas are not logically organized.

Component 4 had the null hypothesis that it makes no difference whether the vocabulary is used effectively to communicate ideas or not. The P-value obtained is 0.46. we fail to reject Ho. This means that vocabulary is not being used effectively to communicate ideas. Component 5 had the null hypothesis that it makes no difference whether the trainees make grammatical mistakes or not. The P-value obtained is  $< 0.01$ . The null hypothesis is rejected.

## **Discussion**

### *Summary*

Teacher education is teaching skills, sound pedagogical theories and professional skills. Moreover, classroom management skills, use of instructional material and communication skills are also embedded in teacher education. Teacher education starts with pre-service followed by in-service education and continuing education. The significance of teacher education is to make them pedagogically active teachers, knowledgeable, able to face modern challenges, apply modern skills and possess the competencies of critical thinking and judgment. Challenges related to English as a second language are lack of fluency in reading and speaking, pronunciation problems, lack of training, resources and confidence in the teachers. Use of grammar and translation method for teaching English which is considered to be outdated and lack of professional development are prominent challenges faced by teachers of English. Majority of teachers teaching English have Masters in other subjects and are teaching English due to the administrative pressure. Verbal and written communication are generally not done in the second language and non-verbal gestures are not emphasized. Teacher

educators lack certain linguistic and professional competencies necessary for influencing the communication skills of trainees.

### *Findings*

The result shows mean comparison of teachers and trainees' responses on competencies for lesson planning. Trainees observed with higher mean value for knowing how to plan effective lessons as compared to teacher educators. Awareness of ILOs has an impact on the communication skills of the trainees. The construction of smart objectives can have an impact on the communication skills of both trainees and the teachers. Pairing and sharing has an impact on the communication skills. Maintenance of discipline in class has an impact on the communication skills. Trainees can better judge the competencies of English teachers. As far as English teaching methodologies are concerned, this research proves that grammar and translation method is considered to be an outdated method, yet it is frequently practiced because it is easy to teach and majority of trainees do not wish to speak or listen to in the second language. The research proves that pairing and sharing is not always done. This very truly depicts our classroom picture, where traditional teaching and learning style is practiced.

Duggan (2018) clarifies that in the communication process, if the receiver gets correct message, interprets it correctly and provides effective feedback, then only he can communicate successfully. Otherwise, confusion and conflicts are the result. Bilal, (2013) concluded that after eleven years of schooling, trainees are unable to speak in English. This depicts the current picture of trainees where they hesitate communicating in English. Their speaking may be suppressed during lesson delivery because they have no role model to perceive, resulting in weak communication. Therefore, creating an environment in English, planned syllabus and provision of training for teachers are highly recommended. Teacher educators do not frequently use non-verbal gestures and the trainees mostly do not understand non-verbal gestures. According to Blazer, (1969), 75% of class room management is non-verbal. Akram (2012) declare that no training in sound recognition and expression is given to the trainees. Teachers are not good role models. Hence it can be said that non-verbal gestures are neither understood nor used for language comprehension purpose.

Research shows that trainees are neither encouraged to communicate in written English nor are they getting any feedback from their teachers. Trainee's ideas are not logically organized when written and vocabulary is not used effectively by them. It was concluded that trainees make grammatical mistakes. Curtis, (1993) called upon a poet and a writer in residence in real life school activity. They worked with trainees for weeks giving ideas and themes and writing them down. It was concluded that through this activity, several interactive characteristics were developed in the trainees.

---

### *Conclusion*

The responsibility of educating a child is shared by the parents, society and the school. Teachers solely are not responsible for nurturing the young ones, yet a load of responsibilities is shared alone by them. Learners mimic their teachers in all aspects of behavior and speech. Mother tongue is basically learnt at home, whereas second language is learnt at schools. Speaking skill in second language is important and should be learnt at an early stage. Unfortunately, this skill is neglected from the root. In this research, endeavors are being made to find out the competencies of teachers needed to enhance communication skills of the trainees. It is evitable that teachers of future are not proficient speakers in the second language. They learn the language through rote memorization. This is the most neglected skill in our context. Teachers usually direct all their attention and endeavors to reading, translating and rote learning. Speaking and listening are ignored mostly.

Teacher's professional and linguistic competencies are emphasized in this research. As far as teacher's professional competencies are concerned, they lack the ability to formulate smart objectives and their achievement. The audio-lingual method is practiced sometimes whereas communicative language teaching CLT is not considered to be important both by teachers and trainees. It may be the reason that the traditional methods do not take time and are simple to teach. Teaching through CLT is both time consuming and needs expertise and resources. As far as linguistic competencies are concerned, verbal communication is rarely practiced in the language classrooms. Trainees are not encouraged to talk in English. Participation in debates and speeches are also not encouraged, however lesson delivery and role plays are encouraged by the teachers. Reason for this is that lesson delivery in the second language is a part of syllabus and trainees have to abide by it. Discussions take longer time to finish off with the course.

Teachers do not use non-verbal gestures in their classrooms. Hence, the trainees are at a loss to comprehend the same. Trainees do not communicate their ideas in English because they are not encouraged by teachers and seldom get feedback. Teachers themselves do not communicate in English. Trainees are not encouraged for develop written communication. Their ideas are not logically organized and use of vocabulary is very low. Consequently, they make grammatical mistakes. They cram grammatical rules and principles. Teacher's competencies an aspect to have an impact on the communication skills of trainees. There are other factors responsible for the enhancement of communication skills. It may be the home environment or school environment of the student, peers or media to have an impact on the communication skills of the trainees. This research paves the way for new researches to find out other factors. This research has been limited to the study of professional and linguistic competencies of teachers, whereas other skills such as intellectual, social and interactive skills may be emphasized in other researches.



### *Recommendations*

The researchers tried to evolve practical steps to capacity building and solution to the existing problems in the development of language competency of English teachers. These challenges can be met by providing continuous professional development, continuous monitoring and evaluation, development of skills, policy implementation and construction of regular English lesson plans. Grammar and translation method and other traditional methods, can be practiced more frequently than the communicative language teaching, CLT. Instructional technology is considered to create interest and motivation, but is not used frequently. Traditional class room environment can be focused more than group learning strategies. Trainees can judge teacher's effectiveness, but are not given importance. Teachers do not communicate in English, but encourage trainees to role play and deliver lessons in English because it is an obligation of the degree.



## REFERENCES

- Abdul Aziz, A. (2015). Learning difficulties and strategies of students of higher secondary schools in Punjab. *Journal of policy research*, 55-61.
- Akram, M. (2012). Problems in teaching and learning English pronunciation in Pakistan. *int'l journal of research in linguistics and lexicography*, 4(1) 43-48.
- Arikan. (2010). Effective English language teacher from the perspectives of prospective and in-service teachers in Turkey. *Electronic journal of social sciences*, v.9 IS,31 p209-223.
- Bashiruddin, e. a. (2014, June). *Teachers of English in Pakistan; profile and recommendations*, Institute of Educational Development, Karachi. Retrieved from [ecommons.aku.edu/cgi/viewcontent.cgi?article=1227&context=Pakistan\\_ied\\_pdck](http://ecommons.aku.edu/cgi/viewcontent.cgi?article=1227&context=Pakistan_ied_pdck).
- Bigelow, M. (2010). *If you can speak in time, you are fine; pre-service teachers learning to plan for a focus on form in content based instruction*. Retrieved from Cambridge Scholars: [www.cambridgescholars.com](http://www.cambridgescholars.com)
- Bilal, H. A. (2013). Problems in speaking English with L2 learner of rural areas of Pakistan. *European journal of humanities and social sciences*, 24(1) 1222-1228.
- Bloomsbury, I. (2013). Importance of learning a second language. News blog, English school in London.
- Coleman, H. (2010). *The role of language in education*. Leeds: British council.
- Curtis, D. (1993). *Teaching Secondary English*. Buckingham, Philadelphia: Oxford University press 3-5.
- Duggan, T. (2018, June Wednesday). *Chron*. Retrieved from small business website: <https://smallbusiness.chron.com>
- ELC, P. s. (2013). Brighton. *The English language centre*. East Bourne.
- Fielding, A. (2003). *Lessons from reading*. WestEd Jossey Bass. A wiley imprint 133-134.
- Ghafoor, A. (1998). Promoting oral communication in Pakistani EFL primary classroom. *The Agha Khan university, Institute of Education development, Karachi*.
- Hammond, D. (1997). *Doing what matters most: investing in quality teaching*. National commission on teaching and Americas future. New York.
- Iqbal, M. (2010). *Professional competencies of prospective teachers: investigation of teacher education in Pakistan*. Retrieved from [pu.edu.pk/images/journal/JEE/PDF-Files/9](http://pu.edu.pk/images/journal/JEE/PDF-Files/9)
- Kumar, P. (2016). *Teacher education in India; some policy issues and challenges*. Hyderabad.
- Mustafa, Z. (2013). Challenges and problems of English language teachers. Discussed. *Dawn*.



- Protsko, Y. (2014, September). *Requirements to the professional competencies of English language teachers in Belgium*. Retrieved from Comparative professional pedagogy: <https://doi.org/102478/rpp-2014-0039>
- Rehman, T. (1996). *Language and politics in Pakistan*. Karachi: Oxford university press.
- Seidner, S. (1982). *Ethnicity language and power from a psycholinguistic perspective*. Bruxelles: centre de recrch sur le plurilinguisme 4-7.
- Shamim, F. (2008). Trend, issues and chllenges in English language education in Pakistan. *Asia Pacific Journal of Education*, 28(3), 235-249.
- Tariq, A. (2013). Difficulties in learning a second language in rural areas of Pakistan. *Social sciences and humanities*, 4(6).
- Wilczynski, E. (2009). *Teaching basic communication skills:21st century learning*. Retrieved from SEEN South East Education Network: [www.seen magazine US/Articles/teaching-based-communication-skills](http://www.seenmagazine.com/Articles/teaching-based-communication-skills)
- Woodman, K. (2014). Education paradoxx: The hidden obstacle to the integration of mobile phones in the language classroom. *Research papers in language teaching and learning*.
- Wragg, E. (1993). *Primary Teaching skills*. London, New York: Routledge 1-4.