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Prospects and problems in context of English language and perspectives on continous professional development of teacher educator

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Abstract

This research paper reflects on English language and continuous professional development of teacher educators. It mainly focuses on how teacher cognition, identity, practical knowledge and instructional transactions by the use of appropriate language can enhance the effectiveness of teaching learning process. Scholars have explored how teachers think, believe, and acquire pedagogical skills over decades of applied linguistics studies. Teachers and students are complementary to each other. Teacher has the ability to make pupils flourish in their career and society where as students need support from the teachers for his growth. Moreover for continuous development of teachers and making their contribution effective, language functions as carrier of both transmission of knowledge and effective transaction in the heterogeneous classroom. English functions as a global lingua franca *used by over 1.5 billion people for international trade, science, aviation, and the internet. While many view it as a practical universal tool, others note it is not truly universal because a majority of the world's population does not speak it natively or fluently. For progress, growth and functional use of language, English has shifted to this important pitch. As a Teacher educator when we talk about integrated teacher education Program wherein multidisciplinary approach is encouraged, single comprehensive language to group the specific shade of meaning has to be prevalent and English has been playing the indigenous language role. English consolidates into a stronger and more solid whole. Hence it is necessary to fortify English as a collective unit language. Language and society have a deep, two-way relationship where society shapes how people speak, and language helps build and reflect social life through a major aspect of education. Hence language has bidirectional influence as society shapes vocabulary and rules based on culture and class, while language affects how people think and act. Language affects social identity of an individual specially teachers since speech patterns, accents and dialects show a person's age, gender, region, and social group. Certain ways of speaking carry more value or power, known as linguistic capital, which can affect social status and opportunity for imbibing English for effective teaching and address global issues.*

Keywords: Continuous Professional Development (CPD), Prospects, Perspectives, Teacher education.

1. Introduction

Famous line “Speak so that I shall know thou” by ancient Greek philosopher Socrates reflects the importance of language. By this he meant that a person’s true character, depth and soul are not reflected in their physical appearance or face, but are revealed through their speech and words. In teacher education, when we consider education as all round development of the individual, linguistic ability becomes significant quality for capability enhancement of teachers as well as influence on pupils. It becomes inevitable to ignore the impact of meanings, vocabulary, parts of speech and pronunciation for language.

Sociolinguistics is the scientific study of how language and society interact, focusing on how social factors shape speech. It explores the way people talk differently based on identity, culture, and context. In Teacher Education fraternity at large, Language functions as both referential as well as instrumental. A teacher educator being an educational entrepreneur combines teaching expertise with the help of appropriate language creates independent learning experience among stakeholders and produces future teachers having competencies like self-efficacy, linguistic training and the individual who can promote collaborative learning in order to disseminate information in this ever growing knowledge hub. In the present paper researcher has tried to focus on the adjustments and struggles that teacher educators have been facing in their way to achieve effective teaching learning process.

Current paper discusses the significance of English in various fronts of continuous career, skills and knowledge up gradation, including the access and impact of linguistic strengths, institutional communication, networking, and personal branding. It also highlights teaching strategies and refining basic skills for improving English interaction to support observational parameters for pupils’ career progression especially in teacher education where there’s huge influence of teachers on future generation across the globe.

2. Literature Review

At a glance of researches in English language teacher education and transactional skill development, authors have highlighted the scope and prospects in English language teacher education and continuous professional development as follows: teacher identity, internationalization and non-native teachers speaking English; classroom assessment; language teaching learning, collaborative approaches and professional language learning communities across the globe. Many researchers have described the effects of multiple intelligence on teacher's interpretation of the knowledge and educational activities of their teaching sessions. Teacher education programs in English as medium of instruction has been having vast effects on students belief system about language and subjective learning and teaching in future. The global spread of English has provided evidences in a wide range of varieties of methodologies to be used in a growing number of contexts by diverse students and teachers. One of the related fields of research focused on the experiences, cultural exchange and challenges of teachers teaching in English-medium schools, international teaching assistants teaching in universities, and mainstream teachers with respective learners in their scheduled classes.

Vadivel, Namaziandost and Saeedian (2021) investigated Continous Professional Development (CPD) among English as one of the foreign Language for teachers. Their study involved 83 teachers. They emphasized the importance of teachers' self-awareness, reflection, collaboration and shared professional experiences. The researchers found that teachers generally recognized the value of continuous professional development and considered collaborative learning, peer interaction, reflective teaching and professional-development resources important for improving their teaching. Their study indicated that CPD could contribute to the development of teachers' knowledge, skills, perceptions and ability to adapt teaching materials according to learners' needs.

New conceptualizations of English are challenging traditional norms of what the language is, as well as how it is taught and by whom. These changes, coupled with the expansion of teaching English across the educational spectrum from primary classes to college levels, present challenges to many national education systems and stress upon the role of teachers’ English competence, particularly in public-sector teaching, is central to how these educational changes come out in countries across the world. Classroom English language ability is described to help organize your

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observations of a students' multiple intellect and connects to many dimensions of teaching. This article argues that conventional definitions that connect general English proficiency, often based on generic statements about language use, do not address the type of classroom language teachers need in order to teach. Further, language training focused on general language fluency often does not directly address educational issues and teachers' particular professional needs. Proclivities and practices based on these specifications disadvantage most English language teachers by defining problems of teaching quality in terms of deficits in general English proficiency. Conceptualization of the English teachers' used in classroom language teaching, is based on a language specific purpose.

Ahamed, 2025 in his work, English required for career development: enhancing language proficiency for professional competency has emphasised on individuals, developing English language skills for thorough continuous learning and Listening, Speaking, Reading, Writing (LSRW) regular paced practice helps student teachers convey their messages accurately, confidently and effectively. In today's fast paced world of time crisis, professional networking and relationships with upcoming fraternity are essential for successful career development, appropriate usage of words is required which forms remarkable bonds. English proficiency plays a significant role and helps gauge appropriate networking experiences like symposium, conclaves and seminars, enabling effective interaction and healthy discussion technique. According to researcher, in order to form international connections and collaborative bond, a strong language skill that fosters understanding as well as cooperation is required. Helping student teachers develop effective language skills to interact in English and cross-cultural competency, will contribute to producing strong and effective teaching professionals. Building upon English language refining skills can help us teachers enhance performance indicators, expand occupational networking, and facilitates a diagnostic indicator of how students need to be taught.

Objectives of the study

1. To study the preliminary problems with respect to English language faced by teacher educators in imparting education and their professional development.

2. To collect the information regarding the language barriers

3. To collect the data based on different culture, heterogeneous class and language adaptation.

4. To identify the effect contribution of English language on dissemination of knowledge and perception of education.

5. To interpret the results and draw useful conclusions.

Rationale for the paper

Over 1.5 billion people speak English worldwide, making it the most spoken language globally when combining native and second-language speakers. English is recognized as an official language in around 67 countries and numerous international territories. English language has a strong relationship with the continuous professional development (CPD) of teachers, especially because English is widely used for accessing professional knowledge, communicating with colleagues, and attending training, and engaging with international educational resources. A teacher educator should not only acquire linguistic competence but ability to use it confidently with holistic approach. So the teacher needs pedagogy with purpose for which appropriate language becomes crucial parameter. Learning is a lifelong process and teachers are lifelong learners since the focus is on learning strategies, creativity and learning through different methods. Learning English language expands the world to new concept. English is no longer a tool of colonization instead is an instrument of modernization. Main Features related to Language Education and continuous professional development of teachers is as follows:

a. Multilingual classroom
b. Exposure to basic English
c. Not making other regional languages compulsory

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d. Existing Global Trends
e. Language barrier
f. Multiple Intelligence

Research questions

a. What struggles are made by teacher Educators to disseminate and transact knowledge in English?
b. What problems do you face in your way to teach in English medium B. Ed. College?
c. Why do you think English language is important for Continuous Professional Development of Teacher educators?
d. What is the contribution of English language in perceiving education?
e. How can a teacher educator build upon English language fluency?
f. What are the prospects of learning English on Multiple intelligence?

3. Methodology

Research Design and Data Collection

This study has been designed in qualitative paradigm. The research study is descriptive survey type in nature. The researcher has done thematic analysis of the data collected. The method for data collection was questionnaire through Google forms. The sample was selected using purposive sampling from the English medium Teacher Education College in Anand, Gujarat. The sample size comprised of 15 teacher educators in a English medium, B.Ed. college. The tool comprising of above questions was constructed by the researcher and administered to gauge into the problems and future prospects of teacher educators. Moreover the researcher was also interested to study the effect of English language on the functional use, its significance for multiple intelligence and its journey for continuous professional development through the global prospects. The researcher has used content analysis for analyzing the data.

Interpretations and Result

1. Almost all teacher educators agreed that they faced certain challenges in building bridges between teaching learning process and improvement in linguistic skills. It is the ability to communicate effectively and adaptation of various skills which is ever required for continuous professional development
2. Most of the teacher educators face challenges such as varying levels of English proficiency, fluency, students' hesitation to communicate in English, multilingual classrooms, and difficulty in explaining complex concepts in simple English. Limited time and students' dependence on regional languages also make effective knowledge transaction challenging.
3. Participation in professional training becomes nearly impossible with the lack of English language. Many workshops, seminars, webinars, MOOCs, and teacher-training programmes are conducted in English. English proficiency enables teachers to participate actively and avail the benefit fully from these opportunities to grow.
4. English language fluency helps teachers develop their communication, presentation, classroom interaction, and instructional skills. Better language skills can make teaching more effective, engaging and functional. Global perspectives for English language and exaggeration of English language in education fields makes English serving as the primary global medium for instruction, academic research, and knowledge sharing.
5. Reading as many texts as possible along with daily speaking practice with proper pronunciation exercises. Recording what is being spoken and reflecting spoken. A teacher educator can improve English fluency through regular reading, speaking, writing, and listening practice. Activities like group discussions, role plays, presentations, and peer feedback can also keep a check on fluency.
6. Learning English supports the development of multiple intelligences through varied classroom activities. It develops linguistic intelligence through reading, writing, and communication; logical intelligence through reasoning and problem-solving activities; spatial intelligence through describing pictures, diagrams, and mind maps; bodily-kinesthetic intelligence through role plays and dramatization; musical intelligence through songs,

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poems, and rhythm; interpersonal intelligence through group discussions and collaborative activities; intrapersonal intelligence through reflection and personal expression; and naturalistic intelligence through discussions and projects related to nature and the environment

4. Discussion

A large amount of educational research, journals, books, teaching resources, and online courses is available in English. Teachers with good English proficiency are able to access such resources and stay updated with new developments in education

For Continuous Professional Development English is necessary. In order to explain and disseminate the information in any Holy/Sacred book in a foreign country, English is necessary. Hence it takes the position of universal language. For E-learning and digital books, for diving deep into AI apps like Chatgpt and virtual assistants like Siri and Alexa, English becomes inevitable because technology is brewing in English just like Grammar.

If one says to know English is to be civilized then that is a mindset of colonized people. But the world is no more the same, we expect it to broaden our horizon. So, English is a vehicle of our own cultural consciousness in national discourse. As there are many languages prevalent in the world, so the debates and discussions related to teacher education institutes where all different states of countries are present, English is used. If one wants to know or understand what Mr. Trump is doing or if common group of people want to engage in long and careful consideration of what is going around the world, English is required.

Human mind is multilingual mind. But facilitating acquisition through active listening and speaking and activity based reading writing, covering areas like environment, Sports, Music through different activities, global awareness in relation of English arises.

The existence, versatility, and power of language make it possible and necessary to re-examine what students should learn as well as how they can best learn it for their respective subjects when it comes to teacher education.

5. Conclusion

English allows teachers to communicate with educators from different regions and countries. Through professional networks, conferences, and online communities, teachers can exchange ideas, experiences, and teaching practices. Many educational platforms, software applications, websites, and digital teaching materials use English as their primary language. English proficiency therefore helps teachers make better use of technology for professional development. Teachers involved in any kind of research or academic writing often need English to read research studies, write papers, and share their findings. This encourages reflection and continuous improvement in teaching practice Involves critically analyzing daily classroom experiences to adapt instruction. Professional development of teachers is the continuous, lifelong process of improving an educator's skills, knowledge, and pedagogical expertise through formal and informal learning experiences. It extends far beyond initial pre-service training into ongoing in-service growth.

Collaborative Growth which thrives through peer observation, mentoring, and professional learning communities and Multi-Faceted Focus which encompasses subject-matter updates, digital literacy, and classroom management techniques. Rapid Technological Shifts helps equip educators to seamlessly integrate modern digital tools and AI into learning environments, which is possible through smart and effective use of English. In today's everevolving Student demographics, English is the idea and movement that address changing student psychology, diverse learning paces, and becomes congruent with inclusive education needs, curriculum updates and career satisfaction.

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Conflict of Interest

The authors declare that there is no conflict of interest.

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