Analyzing Academic and Professional Communicative Needs of English Language Teachers

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Abstract

This study examines the communicative needs of English teachers, aiming to identify key challenges and design need based pedagogical interventions to enhance their efficiency in the classroom and educational settings. Through a quantitative method involving surveys, and classroom observations, the study explores areas where teachers come across difficulties, including vocabulary usage, grammar application, non-verbal communication, classroom management, student engagement, drafting curriculum vitae, etc. Analysis of the collected data reveals frequent barriers that hinder clear communication, with particular emphasis on managing discussions, encouraging student participation, and adapting language use to various situations. The findings show that the development of a comprehensive pedagogical course focused on addressing these challenges through practical strategies, communication exercises, and skill-building activities will be highly useful. By bridging communicative gaps, this course intends to prepare teachers with the tools needed to develop a more comprehensive learning environment. The study contributes to the broader field of teacher education by emphasizing the importance of communicative competence and suggesting methods that can be customized to enhance teaching effectiveness.

Keywords; Communicative needs, Pedagogical Needs, Continuous Professional Development; Teaching Strategies

1. Introduction

With growing importance of global communication as the world is becoming more dynamic than ever, people are learning English all around the globe (Mackey,2002). According to Flowerdew (2012) two key forces are seen as driving future needs analyses and curriculum development in ESP: technologization (Integrating technology) and transnationalization (communication among nations), aspects of which are interrelated. Globalization has been propelled by advancements in technology and advancements in communication techniques. In Asian and European contexts, for example, the significance of email for effective workplace written communication transnationally has been highlighted in a number of recent needs analyses researches. Technology not only had a significant influence on professional communication styles, but it is also utilized frequently in assessments of English as the primary language of the office. Pakistan has also been among the countries influenced by the supremacy of English language use in education and employment, which stems from its historical roots. Teachers in non-native English speaking countries, such as Pakistan, especially those coming from public sector face difficulty in communicating in English despite having an understanding of language; they are unable to communicate fluently. English for Specific purpose (ESP) is a growing yet impactful way to gain optimum output from the learners. To be effective in the global educational context of today, teachers must be highly proficient in the English language. This enhances their access to international resources and makes it possible for them to participate in professional development activities and foster a more

collaborative learning environment. As traditional approaches may be unsuccessful to address the specific needs of teachers. The approach for designing English language programs that are especially designed for educators is suggested by this study, which is called English for Specific Purposes (ESP). ESP roots from the fundamental concept of Need Analysis, which predominantly emerged in the field of ESP (Hutchinson and Waters, 1987). Friedman (2005) states 10 factors that account for the effective globalization of the economy. These factors include the emergence of personal computers, the advancement of communication protocols, the expansion of the Internet, online collaborative projects, and the growth of insourcing, outsourcing, and offshoring, the expansion of search engines, wireless technologies, and mobile devices. Anthony (2018) discusses how the necessity to compete and draw in international talent in a setting where English is the sole language because of the industrial expansion in China, Korea, and Japan in this context. He talks on how important English is as a lingua franca in Europe, where conversations between people who speak different languages are typically conducted in English rather than the native tongue. ESP acknowledges that different people in a given professional context have different educational needs (Strevens, 1988). ESP courses provide numerous advantages for educators, encompassing both personal and professional aspects. By providing educators with greater English language proficiency, these courses can facilitate the adoption of more effective teaching and learning methods, ultimately leading to improved student learning outcomes. Moreover, ESP courses have the potential to enhance job satisfaction and motivation among educators, as they experience increased confidence and effectiveness in their professional responsibilities. ESP courses nurture teamwork among educators from various backgrounds, enabling them to establish connections and exchange ideas. Additionally, these courses expose educators to cutting-edge teaching techniques that may be readily applied in their classrooms. ESP courses provide educators with an opportunity to strengthen their language proficiency and teaching methods, resulting in a more stimulating learning environment for their pupils. Teachers can directly increase their professional ability by developing particular language skills via the use of an English for particular Purposes (ESP) method (Dudley-Evans & St. John, 1998). According to Amelia (2009), keeping an account of students' needs, they must be able to effectively communicate once they complete their schooling to attain a higher efficiency and a better place in society. Furthermore, Kim (2006) points out that the expansion of English for Specific Purposes (ESP) programs has had an effect on the development of requirements analysis. This shows that the method used to conduct needs analysis in educational programs has been affected by the emphasis on identifying and meeting the unique linguistic needs of learners in specialized situations, as ESP. Teaching English for general purpose does not effectively cover students with distinct needs to excel in their professional fields. Teachers are therefore required to upgrade their teaching methodology not only for the students but also to be able to avail more job opportunities within the country or even abroad. The successful completion of this research will provide a valuable addition to the expanding information base in the field of ESP. Previous studies have emphasized the beneficial effects of ESP programs in many professional settings (Creswell, J. W. 2014). This initiative aims to expand upon these findings by specifically addressing the requirements and demands of educators. The research will enhance teaching practices, increase student-learning results, and build a more globally linked educational community by providing educators with the specific language abilities they need.

1.1 Statement of the problem

Taking account of need for English Language for national and international teaching, the ESL teachers in schools of Pakistan with few exceptions either have little or almost no speaking skills in English and are incapable of effectively communicate in English; this also results in elevated

unemployment rate. This study developed an English language course plan and could further develop workshop and instructional material that will guide and aid the ESL teachers to enhance their communicating skills resulting in more confident and motivated individuals. The research will fill in the linguistic gap and will enable the teachers to be proficient in English Language in accordance to their professional requirement. Insufficient English language skills among teachers can have a detrimental effect on student academic progress. Communication, understanding, and ultimately, academic success can be hindered. Lacking proficient English language skills might impede educators from accessing global resources and engaging in English-based professional development opportunities, so obstructing their ongoing learning and advancement in the education field. This study will highlight the linguistic constraints faced by ESL teachers and further developing instructional manual pedagogical English.

1.2 Research questions

1. What are the language difficulties faced by English teachers in ESL classrooms?
2. What are the communicative needs of English teachers for pedagogical purposes?
3. What should be the content of English Language Material developed for teachers based on pedagogical perspective?
4. What is the impact of ESP based material on language proficiency of teachers?

1.3 Significance of the Study

Teaching English for Specific Purposes is the process of adapting instruction in the English language to the particular needs and goals of students in a given situation (ESP). This research will adopt ESP for teachers, by helping them personalize their lessons, boost motivation, enhance learning effectiveness, improvement in their professional development, strengthen their ability to communicate globally, increase employment opportunities in non-native English-speaking countries, and raise cultural awareness. It aids educators meet the needs of their students. ESP helps instructors overcome misconceptions, build cultural awareness, and manage relationships at work. Moreover, it promotes economic growth by providing individuals with the English language skills required for success within particular professions. Teachers play an integral part in this process because they guarantee that learners have the necessary training to work together and interact across borders. In order to provide thorough language proficiency, however, ESP cannot be completely relied on, it does not simply replace basic English language proficiency or guarantee thorough language competency. This study is highly valuable for multiple stakeholders in the field of education. The study seeks to develop need based English language programs that specifically target the requirements of educators. This provides students with the precise terminology and expertise necessary for proficiently designing lessons, developing assessments, delivering content, and working collaboratively with peers. In the end, this promotes enhanced instructional methods and personal development. Having a high level of English proficiency enables instructors to utilize a broader array of global educational materials. This encompasses scholarly articles, inventive pedagogical approaches, and continuing education prospects available in the English language. When educators have proficient English language abilities, classroom instruction becomes simple and captivating. This promotes a more efficient learning atmosphere for kids, resulting in enhanced academic performance. Institutions can improve the overall quality of their teaching personnel by investing in focused English language programs for educators. This results in a more competitive educational program, appealing to students who are looking for a learning experience that is focused on a global scale. High level of English proficiency among educators enhances the ability to engage in international collaboration and participate in exchange programs with foreign universities. This promotes a broader range of learning experiences for both students and faculty.

The results provide guidance for the creation of forthcoming ESP programs designed for various specific domains. The research examines the effectiveness of ESP for educators and offers crucial evidence supporting its efficiency in improving professional communication skills across different specialized fields.

1.4 Conceptual framework

The conceptual framework for the study is built around the goal of enhancing teachers' communicative skills to improve their pedagogical efficiency. It initiates with a focus on identifying the specific communicative needs of teachers, i.e. Need Analysis, divided into verbal communication, non-verbal communication, reading, listening, writing, vocabulary, classroom management strategies and professional communication in educational settings etc. The framework also examines the frequency and types of challenges teachers face, such as vocabulary usage, grammar consistency, listening skills, and managing classroom dynamics. The course design aims to address these needs by developing modules based on a thorough needs analysis, incorporating interactive learning methods like role-play and reflective practice. Theoretical underpinnings include Social Learning Theory and Constructivist Theory to support practical skill-building, and Andragogy principles to tailor the program to adult learners. Reflective practice models are also integrated to encourage ongoing self-assessment and improvement. The framework suggests that by enhancing communicative skills, teachers can improve student engagement and learning outcomes. Ultimately, the framework involves data collection through surveys, informing course content development that directly addresses teachers' everyday communicative challenges.
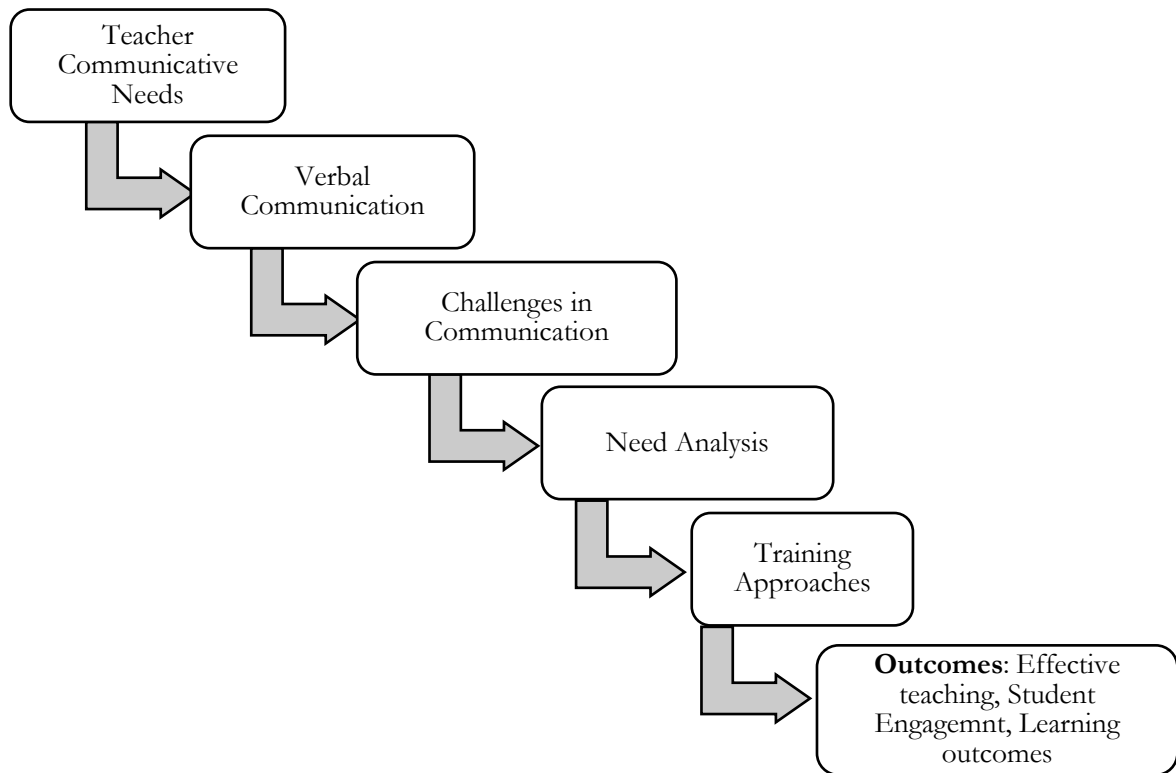
Figure 1: Methodological Framework

2. Literature Review

Communication is central to the teaching-learning process, as it influences every facet of classroom interaction from delivering instructions to developing an inclusive learning environment. Scholars have highlighted the multidimensional nature of teacher communication, which involves not only the transmission of knowledge but also the capacity to engage students, manage classrooms effectively, and collaborate with colleagues (Walsh, 2011; Boyd & Markarian, 2015). Growing need for teachers to adapt to diverse classrooms where students' linguistic, cultural, and cognitive needs vary greatly have been emphasized by researchers. Effective communication is thus seen as foundational to differentiated instruction, where teachers must adjust their methods and language to ensure all students grasp the material (McLeod & Harrison, 2012). Despite the centrality of communication to pedagogy, teachers often face significant communicative challenges. Recent studies have noted that many teachers struggle with articulating complex concepts in ways that are accessible to all students (Barnes, Fives & Dacey, 2017). Additionally, the increasing diversity in classrooms, particularly in multilingual contexts, presents further challenges. According to García and Wei (2014), teachers in multilingual settings frequently confront difficulties in balancing the instructional demands of content delivery with the linguistic needs of their students. This growing challenge underscores the need for pedagogical training that equips teachers with the communicative strategies required to navigate such diverse environments. Moreover, studies have pointed to a gap between teachers' pre-service training and the real-world communication demands they face in the classroom (Wach, 2016). This indicates a critical need for continuous professional development, especially in communicative competence. Needs analysis has emerged as a crucial tool in identifying the specific communicative skills teachers require. Richards (2013) argues that needs analysis allows for a more tailored approach to professional development, ensuring that the training provided is relevant and practical. Post-2010 studies, such as those by Basturkmen (2014), have highlighted the effectiveness of needs analysis in language education, particularly in contexts where teachers must bridge gaps between content knowledge and student understanding. In this regard, conducting a thorough needs analysis is essential for designing effective pedagogical courses that address the specific communicative challenges teachers face. Dell Hymes' (1972) initial model of communicative competence included linguistic, sociolinguistic, discourse, and strategic competencies. These components have been widely discussed in education, as teachers must possess all four types of competence to communicate effectively with students (Richards, 2015). Linguistic competence refers to the teacher's command of the language being used, which is essential for conveying content clearly. Walsh (2011) introduced the concept of "classroom interactional competence," which refers to a teacher's ability to manage interactions in ways that promote learning. This includes the effective use of questioning, feedback, and classroom discourse to scaffold student understanding. Teachers who possess strong classroom interactional competence are better able to facilitate discussions, clarify misunderstandings, and engage students in higher-order thinking. Studies have shown that teachers who possess a high level of communicative competence are more effective in reaching all students, as they can modify their language, provide multiple modes of explanation (verbal, visual, written), and use culturally responsive communication strategies (Barnes, Fives & Dacey, 2017). This ability to adapt communication is particularly important in multilingual or multicultural classrooms, where teachers must navigate language barriers and different cultural norms related to communication (García & Wei, 2014). Additionally, professional development programs have focused on enhancing teachers' communicative competence through reflective practices and peer feedback. For example, Darling-Hammond et al. (2017) advocate for teacher training that

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emphasizes real-world classroom practice, where teachers can observe, reflect on, and improve their communication strategies through interaction with colleagues and mentors. Such programs have been shown to improve not only teachers' linguistic skills but also their ability to create more engaging and interactive learning environments (Wach, 2016). Clear, supportive communication is essential in helping students navigate the complexities of academic work and prepare for their future careers (Hattie, 2012).

3. Research Methodology

3.1 Research Design

The study adopted descriptive design to explore and analyze the required results. The initial stage of the study approach involved performing a needs analysis to determine the precise linguistic requirements of educators in the classroom. These methods were employed to gather data, including surveys, interviews, and observations, from educators in their instructional settings. The requirements analysis was determined the linguistic proficiency and expertise that educators require to proficiently instruct their subjects and successfully communicate with their pupils. An extensive literature assessment undertook to determine the current research on ESP and its utilization in the field of education. This task required the examination of research papers on English for specific purpose (ESP), the linguistic ability of teachers, and the professional development of teachers. The literature review analyzed the present condition of English language teaching for educators, and identified the deficiencies in the existing studies. The intended beneficiaries of this study are educators who are non-native English speakers who teach in schools where English is used as the primary language of instruction. The researchers set an aim then gathered data. The descriptive research design was based on qualitative and quantitative both kinds of data. The researcher categorized the number of teachers in the sample from Bahawalpur's appropriate schools. The data was gathered through using questionnaires.

3.2 Variable Description

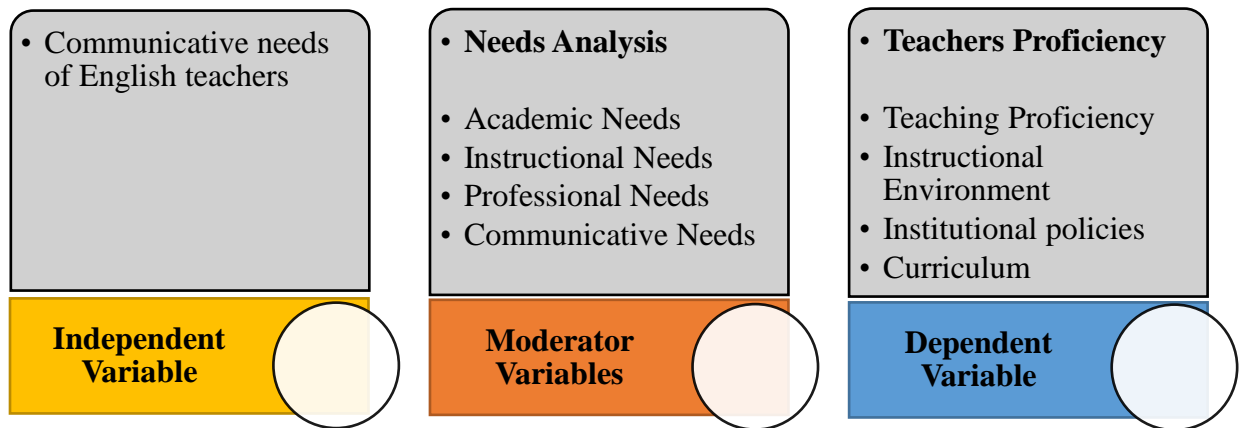| • Communicative needs of English teachers	• **Needs Analysis** • Academic Needs • Instructional Needs • Professional Needs • Communicative Needs	• **Teachers Proficiency** • Teaching Proficiency • Instructional Environment • Institutional policies • Curriculum
Independent Variable	**Moderator Variables**	**Dependent Variable**

Figure 2: Variables of the Study

3.3 Materials and Methods

Data was gathered combination of questionnaire and observations. These tools were used to collect data on the educators' linguistic aptitude, teaching tenure, and present language instructional methodologies. There are a number of need analysis models out of which Dudley-Evans (1998) it was studied to acquire more comprehensive insights into the linguistic requirements and

difficulties faced by the educators presented one. Observations were conducted on the teaching practices of educators in order to identify areas where language competency is crucial. The data gathered from the surveys, interviews, and observations was examined utilizing both qualitative and quantitative methodologies. The survey data is summarized using descriptive statistics, while patterns and themes in the interview and observation data are identified through thematic analysis. An ESP course plan is developed specifically for educators, taking into account the results of the needs analysis and literature research. The instructional material developed based on this plan can improve educators' language proficiency and expertise, enabling them to proficiently instruct their subjects and successfully engage with their students. The course consists of a combination of online and in-person English teaching material. The ESP course is introduced to a selected group of educators, and its efficiency is assessed through a blend of quantitative and qualitative methodologies. The evaluation assesses the influence of the course on the educators' linguistic aptitude, instructional methods, and academic achievements of students. The study is carried out in compliance with ethical protocols for conducting research by involving participants who take part voluntarily. Consent is taken from all participants after providing them with relevant information and their privacy and identity is protected. This research aims to design English language materials tailored specifically for educators using an ESP (English for Specific Purposes) approach. The research is descriptive in nature and uses questionnaires and observations. It is conducted in two distinct phases: a need analysis phase and an evaluation phase. In the initial phase, the objective is to identify the specific English language needs of educators teaching in ESL (English as a Second Language) classrooms. This phase will employ a descriptive research design. Questionnaires will be developed based on established frameworks in ESP and language needs analysis. This questionnaire will aim to capture the diverse needs and preferences of educators regarding English language proficiency. A random sampling technique will be employed to select educators from various educational backgrounds and teaching experiences. The questionnaire was distributed electronically to ensure widespread participation while maintaining confidentiality. Quantitative data analysis techniques are utilized to analyze the responses collected from the questionnaire. Statistical tools will help identify common patterns and preferences among educators regarding English language learning needs. An English Language Instruction plan is created to determine the precise English language proficiency and vocabulary needed by educators in their day-to-day professional tasks. The questionnaires focus on obtaining a representative sample of educators from the selected population, such as primary school teachers or high school science teachers. The Questionnaires consist of closed-ended questions aimed at collecting quantitative data regarding the frequency of encountering various language tasks, such as preparing lesson plans and delivering presentations. Additionally, open-ended questions were used to gather educators' perceived problems and desired learning outcomes in English.

3.4 Sampling

The teachers teaching at different level of education were selected as the sample of the study. The sample was selected randomly with equal proportion of private and public along with male and female teachers.

Table 1: Sample Description

Sample Strata	Male	Female	Total
Private	20	20	40
Public	20	20	40
Total	40	40	80

Sample of the study will include 80 educators, 40 Male and 40 Female. who wish to enhance their language proficiency in a cooperative and encouraging educational setting in Bahawalpur. Technique of simple random sampling will be applied for collection of quantitative data. A multi-stage sampling approach will be utilized, beginning with random sampling followed by convenient sampling to ensure diverse representation. Initially, a random selection of educators will be made from various educational backgrounds and teaching experiences to obtain a broad spectrum of perspectives. Following the random sampling stage, additional educators will be selected based on convenience to ensure a more comprehensive representation of the target population.

3.5 Instrumentation

Questionnaire was developed based on established frameworks in language needs analysis. The questionnaire assessed the diverse needs and preferences of educators regarding English language proficiency. A random sampling technique was employed to select 80 educators from private and government educational backgrounds and teaching experiences.

Table 2 : Questionnaire Description

No	Category	Statements	Data	Scale
1.	Self-Assessed Communicative Competence	15	Quantitative	5 -point Likert
2.	Frequency of Challenges in Communicative Skills	15	Quantitative	5 -point Likert
3.	Desired Proficiency Level	15	Quantitative	5 -point Likert
4.	Professional Development Needs	10	Quantitative	5 -point Likert

3.6 Framework of analysis

The framework of analysis for the research systematically examines teachers' verbal, non-verbal, classroom management, and communication skills. It focuses on identifying specific challenges such as vocabulary usage, grammar application, listening skills, writing and managing classroom interactions. Data collection methods include questionnaire to analyze quantitative data. The analysis involves statistical evaluation and thematic coding to identify trends and recurring patterns in teachers' communicative needs. Based on the findings, a needs-based curriculum is designed, incorporating modules on vocabulary building, grammar usage, non-verbal cues, and classroom management strategies, supported by interactive methods. The framework aims to improve teachers' confidence, reduce communication challenges, and enhance classroom engagement. Periodic evaluations and feedback mechanisms ensure that the pedagogical course effectively addresses the identified needs and ensures continuous improvement.

4. Data Analysis

Table 3. Self-Assessed Communicative Competence

Skills	Advanced competence	Proficient competence	Moderate competence	Basic competence	Limited competence	Overall Mean
Speaking	4	20	12	24	20	2.55
Reading	13	24	13	23	7	3.16
Writing	11	26	20	17	6	3.23
Listening	12	21	21	19	7	3.15
Vocabulary	7	18	25	18	12	2.87

Grammar	12	15	22	22	9	2.98
Non-verbal communication	6	28	15	22	9	3.0
English for instructions	7	24	18	18	13	2.92
Professional communication	9	22	19	19	11	2.98
Teaching Methods	9	15	19	22	15	2.76
Instructional Techniques	9	15	26	15	15	2.85
Lesson Planning	11	21	18	18	12	3.01
Classroom Management Language	9	28	16	21	6	3.16
Student Interaction	9	22	31	15	3	3.23
Designing Assessments	7	25	17	22	9	2.98

Table 4. Frequency of Challenges in Communicative Skills

Skills	Always	Often	Very often	Rarely	Never	Overall Mean
Giving instructions in classroom	19	18	13	17	13	3.16
Explaining concepts in detail	22	16	12	24	6	3.3
Writing structured English language	23	26	9	18	4	3.575
Listening English Language Instructions	31	21	10	13	5	3.75
Using broad English Vocabulary	18	28	12	18	6	3.41
Using Grammar rules	25	20	12	13	10	3.46
Non-verbal Communication	29	23	9	10	9	3.66
Managing Classroom discussions	38	16	10	9	7	3.86
Encouraging Student participation	37	16	9	8	10	3.77
Choosing ESL Teaching Methods	29	23	9	10	9	3.66
Instructional Techniques	35	10	14	14	7	3.65
Effective Lesson Planning	25	20	12	12	11	3.45
Interacting and speaking in meetings	24	19	12	15	10	3.4
Understanding professional development material	29	19	10	15	7	3.6
Engaging in discussion with peers and presentation	32	16	10	15	7	3.63

Table 5. Desired Proficiency Levels

Skills	Very much needed	Fairly needed	Mildly needed	Somewhat needed	Not needed at all	Overall Mean
Speaking in staff meetings and presentation	13	24	12	21	10	3.11
Ability to understand and analyze Reading material relevant to teaching	12	28	17	10	13	3.20
Writing Lesson Plan in English	12	30	17	12	9	3.30
Using broad range of Vocabulary	21	22	18	13	6	3.48
Using English Grammar Rules in an Effective way	20	24	15	12	9	3.42
Non-verbal communication	15	26	9	11	20	3.06
Classroom discourse	13	33	16	9	9	3.40
Discussing curriculum development	19	37	9	7	7	3.68
Choosing ESL Teaching Methods	20	30	14	12	5	3.59
Selecting Instructional Techniques and resources	18	27	16	13	6	3.47
Handling Discipline issues	11	24	21	17	8	3.16
Classroom Management language	21	18	16	15	10	3.31
Motivating Student verbally	24	15	18	12	12	3.33
Designing Assessment Questions	9	33	16	12	10	3.23

Table 6. Professional Development

Activity	Highly Effective	Fairly Effective	Moderately Effective	Somewhat Effective	Not Effective	Mean
Self-Study followed by online tests	14	42	14	9	1	3.73
Observing Peer Teaching	12	38	14	12	5	3.49
Participating in interactive Workshops	23	35	12	9	1	3.87
Reflective Discussions	17	41	9	9	5	3.69
Attending English Training Sessions	24	33	14	6	3	3.86

5. Justifications of research questions

5.1 What are the language difficulties faced by English teachers in ESL classrooms?

Data obtained from respondents showed many language difficulties that influence language-learning process of ESL teachers in speaking domain. These factors include limited exposure to real English, unsuitability of instructional approaches, lack of motivation and positive attitude, low peer interaction, absence of counselling and training sessions in schools. Understanding the distinct communication difficulties that English teachers face in ESL (English as a Second Language) courses depends on the study question. These challenges have a direct impact on their effectiveness as teachers and the learning results of their pupils. The examination of these issues offers crucial insights into the communication requirements of educators and the shortcomings of their existing educational strategies. The research's principal goal, which is to examine the communicative requirements of English instructors, is in line with the question. The study's ability to pinpoint certain language challenges will help in the pedagogical course design process, making it more applicable and relevant in actual ESL classroom environments. Instructors working in ESL environments may have particular language obstacles, such a restricted vocabulary, trouble-pronouncing words correctly, or trouble controlling classroom conversation in a language other than their native tongue. Taking care of these problems is essential to establishing a productive atmosphere for teaching and learning. This research question enables the study to methodically examine these challenges. Creating a customized pedagogical course begins with an understanding of the linguistic challenges instructors confront. If the study identifies certain problem areas, such grammar, student engagement, or classroom communication, these conclusions might immediately influence the course's structure and content. The study helps English instructors advance professionally by addressing the communicative demands that were revealed by this inquiry. The course plan that this research produced will provide useful strategies for resolving language-related difficulties, eventually boosting instructors' self-assurance and proficiency in ESL classrooms.

5.2 What are the communicative needs of English teachers for pedagogical purposes?

Findings indicate that communicative need is strongly related to the larger goal of the study, which is to identify the communicative requirements of English instructors and then develop a course that would address those needs. By keeping the pedagogical purposes in focus, it is ensured that the communication demands under investigation are closely related to instruction, classroom management, and learning objectives. The question focuses on the practical communication abilities that educators need to manage classroom discourse, engage with students, and deliver courses in an effective manner. Through the collection of data on a range of communication-related topics, including instructional language, student engagement, feedback techniques, and classroom management, the questionnaire enables the researcher to identify specific areas in which teachers need more assistance. The rationale for this study provide a thorough and useful comprehension of their communication difficulties and opportunities for development. The data shows that majority of the teachers need to improve their communicative abilities out of writing, speaking, reading, listening, vocabulary etc , majority want to enhance their communicative abilities . The educators in general want to improve not only their teaching methodology but also classroom discourse ability.

5.3 What should be the content of English Language Material developed for teachers based on pedagogical perspective?

As the findings show teachers' communication demands differ from students'. Therefore, the content of English language resources should be created especially for instructors, with an

emphasis on topics like instructional phrases, classroom management language, error correction strategies, and methods for getting students to communicate meaningfully. Through the process of asking what content should be generated, the study guarantees that the resources will be useful, applicable, and geared to actual educational scenarios. In addition to addressing the theoretical foundations of effective communication in the classroom, the content of the English language materials should represent best practices in teaching English as a second language. This factor demands using strategies that help educators manage their own language competency while promoting an engaging, student-centered learning environment. This research investigates what particular subjects, abilities, and methods should be covered in language materials in order to assist instructors in developing professionally. It serves as a foundation for choosing content that is in line with the communication difficulties that have previously been noted in the study and guarantees that these difficulties are fully handled in the course materials.

5.4 What is the impact of ESP based material on language proficiency of teachers?

Materials for English for Specific Purposes (ESP) are especially suitable to ESL teachers since they are made to meet the specific linguistic needs of certain professional contexts. Therefore, solely focuses on the specific need. This study assesses the impact of ESP-based materials on teachers' language competency, which is closely related to the objective of improving instructors' communication skills for improved classroom performance. ESP's Significance in Teacher Development ESL instructors frequently require unique language abilities, such as classroom management, subject-specific vocabulary, and interacting with students in multicultural environments. Materials based on ESP are designed to satisfy these particular linguistic requirements. The research examined that customized resources might enhance teachers' language competency in areas that typical general English materials might not address by examining the effects of such material. ESP based material targets the specific language requirement and thus meet the specific needs. Teachers can learn to communicate effectively in their particular classroom setting by using ESP-based resources. This covers how to direct students, break down difficult ideas, handle conflicts between them, and offer feedback. Teachers who are more proficient in these areas are able to communicate in the classroom with greater clarity and confidence, which improves learning outcomes and teaching effectiveness.

6. Conclusion

The study highlights the intricate nature of language acquisition and pinpoints several critical elements that influence teachers' ability to communicate effectively in English. The key findings show linguistic obstacles that prevent ESL teachers from being effective in the classroom. Teachers are essential in creating a speaking culture that encourages participation and reduces fear. They can do this by using a range of teaching strategies and providing an example of effective communication (Thomson & Derwing, 2015). The study provides a focused strategy to professional development that improves teachers' capacity to support learning in contexts where English is being learned as a second language by addressing these communicative challenges. The research findings lead to the creation of a pedagogical course that offers a useful framework for raising teacher competency, which benefits student results. The study's conclusions also highlight the necessity of continual professional development for teachers that emphasizes communication and pedagogical abilities. Teachers are in a better position to address the varied language demands of their pupils as they become more adept at communicating in the classroom. This study has broad effects for improving ESL education by addressing the communicative needs of teachers. The pedagogical course designed as a result of the research not only fills a critical gap in teacher

training but also enhances overall educational quality by ensuring that teachers are better prepared to facilitate language learning effectively in diverse and multilingual classrooms.

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