



## Pre-service Secondary English Teachers' Capabilities to Improve Their Students' Language Acquisition Outcomes: A Research Study

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### Abstract:

**Background:** Students in today's interconnected global community need a strong command of the English language to succeed. Teachers of English who are fluent in the language themselves may have a significant impact on their students' linguistic development and academic achievement. Their expertise and dedication provide a stimulating classroom setting that motivates students to learn and provides them with the resources they need to reach their linguistic potential.

**Objective:** The study's goal is to provide a baseline of knowledge that may be used by future English instructors to improve their students' language skills and academic performance. Therefore, this research will provide insights that help improve language learning results and bolster students' experiences in English language classrooms.

**Methodology:** This is a qualitative research. The study's researcher collected the information from number of sources on best practices organized by school to inculcate values. Capturing the depth, nuance, and surrounding circumstances of the topic at hand is a primary goal. This approach seeks to understand context of competencies of English preservice teachers to enhance students' achievement in English. Thus a qualitative methodology provides valuable lens to gain insights into the multifaceted nature of effective teaching practices. Moreover, this study will explore the interplay between these competencies that can create a harmonious and enriching educational experience for students, promoting deeper grasp of the English language.

**Conclusion:** The findings of this study will have far-reaching effects on how we train future educators. If these skills are included into preservice teacher education, future educators will be more equipped to meet the varied needs of their students and produce more successful language learners. The outcomes of this research will lead to enhanced instructional practices that will aid students learning English. It will shed light on the crucial characteristics and pedagogical approaches that make for effective learning environments in ESL classes. Language teachers need skills in pedagogical content, classroom management, student differentiation, technology integration, and cultural awareness in order to educate their students

*effectively. Preservice educators may do their pupils a world of good by embracing these abilities and helping their students build strong language skills.*

**Keywords:** *Capabilities, English, Preservice Teachers, Students, Language Acquisition, Educational Experience.*

## **1. Introduction**

The acquisition of an abilities requires the mastery of one or more requisite abilities. Teacher competency, the third factor, has to do with the knowledge and abilities of educators. Individual student growth may be fostered by teachers with strong instructional chops and proven strategies. Conversely, having a bad instructor may have a negative impact on a student's confidence and drive to learn the language (irkovi-Miladinovi, 2017). The ability to communicate effectively in English is more valued in today's interconnected society. Learning English may lead to a wide range of professional and personal benefits. Therefore, it is essential that English preservice instructors play a significant role in improving students' success in learning English. English instructors need a wide range of skills that allow them to provide students with stimulating and successful lessons in the language. Competencies of English teachers-in-training include a broad spectrum, from linguistic fluency to pedagogical expertise to cultural sensitivity and interpersonal competence. The capacity to adapt one's teaching approach to the needs of students of varied linguistic backgrounds and learning styles is essential for any English teacher worth their salt. The best English teachers of the future will have the tools and knowledge to provide their students with an engaging and interactive classroom. They should be able to effectively use technology in the classroom, including multimedia and interactive exercises, to increase student interest and retention of material. High levels of teacher competency are essential for effective instruction and learning to take place (Segun, 1986). In contrast to Medley and Shannon (1994: 213), who link educator efficacy to pedagogical savvy, According to Akpan (2002), instructors need to have both academic and pedagogical knowledge to be effective. Teachers need to be well-versed in both their subject matter and the skill of teaching it, or pedagogy, which involves following guidelines like "teach from known to unknown," "teach concrete to abstract," and "teach simple to complex" (Akpan, 2002). The success of the English language instructor in the classroom is highly dependent on his level of preparation. Ivowi (1986) lists subject matter expertise, pedagogy, skill processes, resourcefulness, behaviour, motivation, and assessment as additional skills necessary for instructors. In order to make and establish a quality learning process for students and to perform the professionalism level of the teacher in relation to his or her field master, the quality of teaching competency plays an important role. According to Harger and McIntyre (2006), cited in Caena 2011:7, "teaching competency is the role of teacher to act in the classroom, therefore directly linked with the craft of teaching." There is much riding on the shoulders of a teacher. For one thing, every single kid needs their instructor. The pupils will take to heart whatever their instructor says. Students will pick up on a teacher's mood, whether it's happiness or rage. The instructor's attitude tends to rub off on the students (Akhyak et al., 2013:1). Knowledge, skills, attitudes, beliefs, and personal traits that enable the teacher to respond professionally and properly in a given circumstance are all components of teachers' competencies, as described by Koster and Dengerink (2008:7). Competency in the classroom is best understood as a qualitative description of instructors' substantive behaviour, as stated by Mulyasa in Roza (2014:1173).

This article will explore the numerous competences that English preservice teachers should have to improve their students' English language learning outcomes. Researchers will look at how these skills improve students' chances of success in learning a new language and in other areas of their education and development. Educational institutions may better equip their English instructors to equip their students with the language skills they need to succeed in an increasingly linked world if they recognise and prioritize these vital talents.

### 1.1. Conceptual Framework of the Study

The study's conceptual framework on how English preservice teachers' skills might improve their students' language learning gains is grounded on the dynamic relationship between the many elements that contribute to successful language teaching. The framework's three primary pillars are the educator's own professional, academic, and pedagogical competence. These factors all work together to form the foundation of good language teaching and the results achieved by students. The first part of the theoretical framework considers the skills and knowledge that future educators should have. Qualities like a genuine interest in teaching, sympathy for students, flexibility, originality, cultural awareness, and fluency in expression are all part of this category. When instructors and students are able to have conversations that are clear and relevant to each other, they are better able to learn from one another. Academic abilities of preservice teachers constitute the second axis of the conceptual framework. Language fluency, linguistic knowledge, experience in literature and the language arts, understanding of theories behind second language acquisition, and the ability to design and implement effective curricula are all part of this. Teachers of English must be able to communicate effectively in order to set a good example for their students. Preservice teachers' pedagogical competence is the focus of the third dimension of the conceptual framework. Classroom management, formative evaluation, active learning practises, and technology are all part of this. Effective classroom management creates a calm and focused learning atmosphere, where students are more likely to actively participate in class. The conceptual framework lays out the relationship between the individual, intellectual, and pedagogical skills of future teachers and their impact on their pupils' success in English. Students' language skills, academic achievements, and overall language learning outcomes benefit from teachers who possess the necessary personal traits, academic knowledge, and successful teaching practises. To better support the development and success of both instructors and students in English language learning, the study's results will improve teacher training programmes, curriculum development, and language education policy.

### 1.2. Statement of the Problem

This study entitled as “**A Preservice Secondary English Teachers' Capabilities to Improve Their Students' Language Acquisition Outcomes: A Research Study.**”

### 1.3. Objectives of the Study

The research objectives of the study were delineated below:

1. To help English instructor candidates develop the skills necessary to improve their students' English language skills.
2. To determine what knowledge and skills future English instructors need to help their pupils succeed.
3. To determine what skills future educators of English should have in order to improve their students' performance in English language classes..
4. To suggest ways to help English-language-students succeed in their studies and English- language teaching trainees' professional development.

## 2. The Review of Related Literature

- **Faidal, N. F., & Suriani, S. (2020).** The Teachers' Pedagogic Competence in Teaching English through Online and Offline Setting. *Elt Worldwide*, 7(1), 42-53. It aims at finding out the students' perceptions of their teachers' pedagogical competence. There were three kinds of instruments in this study. They were

observation, interview, and a questionnaire. Based on the interviews, the results showed that the teachers enjoyed teaching in the classroom, and they were interested in conducting online instruction even sometimes found problems in doing the process. Based on the questionnaire, the researcher found students perceived their teachers as quite good instructors in the classroom. Finally, the researchers suggested to the teachers that they should always intend to improve their competence by applying some new methods to make students better understand the materials.

- **Maghsoudi, M. (2020).** Intercultural communicative competence in high school English textbooks of Iran and India: A comparative analysis. *Iranian Journal of Comparative Education*, 3(4), 874-892. The results revealed that, Standard English, the textbook developed in the outer circle in India, to a little extent, included intercultural communicative competence, especially, critical cultural awareness. It was also indicated that the Iranian high school English textbooks were deprived of intercultural communicative competence components
- **Idris, M. M. (2020).** Assessing intercultural competence (IC) of state junior high school English teachers in Yogyakarta. *Indonesian Journal of Applied Linguistics*, 9(3), 628-636. This study revealed that the level of IC of state junior high school English teachers in Yogyakarta was high. Moreover, it has been found that their level of intercultural attitude (IA), intercultural skill (IS), and intercultural knowledge (IK) were categorized as high. In other words, these results indicate that the state junior high school English teachers in Yogyakarta have a capability to mingle with diverse people using a language effectively and appropriately. Importantly, this study showed that there were no significant differences in their IC level according to where they teach in four districts and one city. These mean that the locations where they teach do not affect their level of intercultural competence.
- **Sundayana, W. (2015).** Readiness and competence of senior high school English teachers to implement Curriculum 2013. *Indonesian Journal of Applied Linguistics*, 5(1), 29-36. From both quantitative and qualitative analysis were employed in the research. Results from quantitative analysis showed that teachers' readiness to implement the curriculum had low correlation on their competence. Qualitative analysis revealed that teachers had adequate readiness to implement the curriculum and competence to develop lesson planning. For further studies, studies on the aspects of teachers' attitude, motivation, belief, and commitment to implement the 2013 curriculum need to be further investigated.
- **Rajkhowa, B., & Das, S. (2015).** Competency of teaching English in Indian context: A situational analysis. *Journal of Language Teaching and Research*, 6(1), 71.. In the Secondary level, the basic aim of teaching English language is to enable the students to develop the skills of listening, speaking, reading and writing English language. Teachers all over the country are not clear about the aim of teaching English. While the demand of improving the proficiency of the language increases on one hand, the competency and capacity building of the English teachers also needs a complete revamp on the other. Problems regarding the teaching method have also been discussed from time to time by different Commissions. But in most Indian schools the suggestions have not been implemented in a true manner. This work is an attempt to throw light on the English teaching methods in order to develop the teaching strategies and competencies of English teachers in the secondary level.
- **Al-Nawrasy, O. (2013).** The effect of native and nonnative English language teachers on secondary students' achievement in speaking skills. *Jordan Journal of Educational Sciences*, 9(2), 243-254. The findings revealed that there was no significant difference among students' overall speaking achievement test scores amongst 10th graders at ( $\alpha = 0.05$ ) due to the native-ness of the teacher. However, the in-depth analysis showed that there was a significant correlation between native-ness and pronunciation in favor of the NESTs and a significant correlation between accuracy and nativeness in favor of the NNESTs.

## 2.1. Research Gap

There is a dearth of research related to “**A Preservice Secondary English Teachers’ Capabilities to Improve Their Students’ Language Acquisition Outcomes: A Research Study.**” Therefore researcher conducted investigation related to such statement of problem.

## 3. Methodology of Study

This is a qualitative research. The study’s researcher collected the information from number of sources on best practices organized by school to inculcate values. Capturing the depth, nuance, and surrounding circumstances of the topic at hand is a primary goal. This approach seeks to understand context of competencies of English teachers to enhance students’ achievement in English. Thus a qualitative methodology provides valuable lens to gain insights into the multifaceted nature of effective teaching practices. Moreover, this study will explore the interplay between these competencies that can create a harmonious and enriching educational experience for students, promoting deeper grasp of the English language.

## 4. Analysis and Interpretation

The analysis and interpretation of the study were conducted based on the objectives of the study.

### 4.1. Pertaining to Objective 1:

***O1: To help English instructor candidates develop the skills necessary to improve their students’ English language skills.***

The role of English preservice teachers in shaping students’ language proficiency and academic success in learning English is undeniably crucial. Beyond imparting language knowledge and skills, effective English preservice teachers possess a unique set of personal competencies that play a vital role in enhancing their students’ achievements. These personal qualities and attributes not only facilitate a positive and supportive learning environment but also foster students’ motivation, engagement, and overall language learning experience. In this context, this study aims to explore the essential personal competencies that English preservice teachers should possess to effectively enhance their students’ achievements in learning the English language. Personal competence is the strength of teacher personality as a mature and outstanding person who sets model to be followed by the students. By examining the impact of these personal qualities on language learning outcomes, teacher-student interactions, and classroom dynamics, we can gain

valuable insights into how educators can optimize their teaching approach to maximize student success. Enhancing students’ achievements in learning English requires English teachers to possess a range of personal competencies that go beyond their subject knowledge. These personal competencies contribute to creating a positive and supportive learning environment, fostering students’ motivation, and ensuring effective communication. Some of the key personal competencies for English preservice teachers to enhance students’ achievements in learning English include:

**Passion for Teaching:** English preservice teachers should have a genuine passion for teaching and a strong commitment to helping students succeed in their language learning journey. Enthusiastic teachers can inspire students and make the learning process more engaging and enjoyable.

**Empathy and Patience:** Understanding the challenges students may face in learning a new language, English preservice teachers need to be empathetic and patient. They should be able to provide support and encouragement to students who may struggle with language barriers.



**Adaptability:** Language learners come from diverse backgrounds and have different learning styles. English preservice teachers should be adaptable and able to modify their teaching methods to meet the needs of individual students.

**Effective Communication:** Excellent communication skills are essential for English preservice teachers. They should be able to convey information clearly, listen actively to students' questions and concerns, and provide constructive feedback.

**Enabling Creativity:** Fostering creativity in the classroom can make language learning more enjoyable and effective. English preservice teachers should be able to develop creative lesson plans and use various activities and resources to engage students.

**Lifelong Learning:** Language is dynamic and ever-evolving, so English preservice teachers should be committed to continuous professional development. Staying updated with new teaching methodologies, language trends, and resources allows them to enhance their teaching effectiveness.

**Positive Role Model:** English preservice teachers should act as positive role models for their students, demonstrating good language skills, communication, and ethical behavior.

**Emotional Intelligence:** Understanding and managing one's emotions and being sensitive to students' emotions is crucial for creating a supportive learning environment. Emotional intelligence helps teachers build strong teacher-student relationships.

**Cultural Sensitivity:** As English preservice teachers often work with students from diverse cultural backgrounds, being culturally sensitive is vital. Understanding and appreciating students' cultural differences can enhance language learning and intercultural communication.

**Resilience:** Teaching can be challenging, and English preservice teachers may encounter setbacks and difficulties. Resilience allows them to overcome challenges and continue to support their students' language learning journey effectively.

In summary, English preservice teachers' personal competencies play a significant role in enhancing students' achievements in learning English. By being passionate, empathetic, adaptable, creative, and committed to lifelong learning, English teachers can create a positive and conducive learning environment that fosters students' language proficiency and overall success. A combination of passion, empathy, adaptability, creativity, continuous learning, cultural sensitivity, resilience, and positive role modeling creates a powerful synergy that drives students towards success in mastering the English language. As educational institutions and policymakers recognize the significance of these qualities, they can invest in developing and supporting teachers to ensure the provision of high-quality language education that prepares students for success in an increasingly interconnected world.

#### ***4.2. Pertaining to Objective 2:***

***O2: To determine what knowledge and skills future English instructors need to help their pupils succeed..***

Academic competence refers to a teacher's knowledge, expertise, and instructional skills specific to the subject they teach. For English teachers, this encompasses not only a deep understanding of the language itself but also the ability to design and deliver engaging and effective language lessons. These competencies play a pivotal role in shaping students' language skills, critical thinking abilities, and cultural awareness. It is a crucial aspect for English teachers to effectively enhance their students' achievements in learning the English language. Moreover, it empowers educational institutions and policymakers to design robust teacher

training programs and curricula that promote excellence in language education. It encompasses a range of subject-specific knowledge, skills, and instructional expertise that contribute to creating a rigorous and enriching learning experience. Some of the key academic competencies required for English preservice teachers are as follows:

**Language Proficiency:** English preservice teachers must have a high level of language proficiency themselves. A strong command of English grammar, vocabulary, pronunciation, and syntax enables them to model correct language usage for their students.

**Language Skills Development:** English preservice teachers should possess the ability to effectively teach and develop the four language skills - reading, writing, listening, and speaking. They should design activities and exercises that target each skill to facilitate well-rounded language proficiency.

**Linguistics and Phonetics:** A solid understanding of linguistics and phonetics allows English preservice teachers to explain language structures, sounds, and pronunciation patterns to students, helping them improve their language accuracy and fluency.

**Literature and Language Arts:** Familiarity with literary works and language arts is essential for English preservice teachers to introduce students to different genres, literary devices, and literary analysis. Integrating literature into the curriculum enriches students' language comprehension and critical thinking skills.

**Second Language Acquisition Theory:** Knowledge of second language acquisition theories and methodologies helps English preservice teachers design effective instructional strategies that cater to students at different language proficiency levels.

**Curriculum Development:** Competence in curriculum development enables English preservice teachers to create well-structured and comprehensive language learning programs that align with academic standards and cater to students' needs.

**Assessment and Evaluation:** English preservice teachers should be adept at developing appropriate assessment tools to measure students' language proficiency and track their progress over time. Regular evaluation informs teachers' instructional decisions and provides feedback to students.

**Technology Integration:** Proficiency in using technology and digital tools in language instruction enhances the learning experience, offering interactive learning resources, language practice apps, and online language exercises.

**Differentiated Instruction:** The ability to differentiate instruction to meet the diverse needs of learners in the classroom ensures that all students receive appropriate support and challenge in their language learning journey.

**Language Teaching Methodologies:** Familiarity with various language teaching methodologies, such as communicative language teaching, task-based learning, and immersion approaches, allows English preservice teachers to choose the most suitable approach for their students' language goals.

By possessing these academic competencies, English preservice teachers can design engaging and effective language lessons that cultivate students' language skills, cultural awareness, and critical thinking abilities. This academic proficiency equips English teachers to create a strong foundation for their students' language learning, promoting academic success and preparing them to effectively communicate and engage in an increasingly interconnected world. In conclusion, the academic competencies possessed by English

preservice teachers are pivotal in enhancing students' achievements in learning the English language. These competencies encompass a wide range of subject-specific knowledge, instructional skills, and expertise that contribute to creating a dynamic and effective language learning environment. Language proficiency is the foundation of effective English teaching. A strong command of the language allows teachers to model correct language usage, provide clear explanations, and engage in meaningful language interactions with their students.

#### **4.3. Pertaining to Objective 3:**

***O3: To determine what skills future educators of English should have in order to improve their students' performance in English language classes.***

Pedagogic competence is the ability to apply sound pedagogical principles to enhance students' achievements in language learning. This competence goes beyond subject knowledge and involves understanding how students learn, tailoring instruction to meet diverse learning needs, and fostering a positive and interactive classroom atmosphere. Pedagogic competence is essential for English teachers to effectively enhance their students' achievements in learning the English language. It refers to the teacher's ability to employ appropriate teaching methodologies, instructional strategies, and classroom management techniques to facilitate meaningful and engaging language learning experiences. The following pedagogic competencies are crucial for English preservice teachers to foster students' language proficiency and academic success:

**Differentiated Instruction:** English preservice teachers should be adept at tailoring their teaching approaches to meet the diverse needs and learning styles of individual students. This involves adjusting content, tasks, and assessment methods to accommodate various language proficiency levels and academic backgrounds.

**Classroom Management:** Maintaining a well-organized and disciplined learning environment is vital for effective language instruction. English preservice teachers should possess strong classroom management skills to create a conducive space for learning, minimize disruptions, and encourage active student participation.

**Active Learning Strategies:** Engaging students in active learning fosters language acquisition and comprehension. English preservice teachers should employ a variety of interactive activities, group discussions, role-playing, and language games to promote active engagement and reinforce language skills.

**Formative Assessment:** Regular formative assessment practices enable English preservice teachers to monitor students' progress and identify areas that require further support or enrichment. Effective feedback and constructive guidance help students improve their language performance continuously.

**Authentic Materials and Contexts:** Utilizing authentic materials, such as real-world texts, videos, and audio recordings, helps students connect language learning to practical situations and enhances their language proficiency.

**Communication Skills:** Clear and effective communication is essential for English preservice teachers to articulate language concepts and instructions clearly. This skill facilitates students' comprehension and minimizes misunderstandings.

**Critical Thinking and Problem-Solving:** Encouraging critical thinking and problem-solving skills in language learning allows students to analyze language patterns, apply grammar rules, and engage in meaningful language use.



**Technology Integration:** Incorporating technology into language instruction enhances students' learning experiences and provides access to a wide range of language resources, multimedia tools, and language practice platforms.

**Collaborative Learning:** Promoting collaborative learning opportunities encourages peer interaction and fosters a supportive learning community, where students can practice language skills together.

**Reflective Practice:** Engaging in reflective practice allows English preservice teachers to assess their teaching methods, identify areas for improvement, and adjust instructional strategies to optimize language learning outcomes.

By demonstrating pedagogic competence, English preservice teachers can create dynamic and effective language learning environments that foster students' language proficiency, critical thinking abilities, and communication skills. These competencies empower English preservice teachers to cater to the unique needs of their students and promote a positive and enriching language learning experience. Ultimately, these pedagogic skills play a significant role in enhancing students' achievements in learning the English language and preparing them for success in an increasingly interconnected and diverse world. The preservice teacher developed his own lesson plan related subject or field of teaching development, used information and communication technology or the sake of learning, facilitated the students development of students' potential to actualize their potential as like make the material simple in order to be understood easily by the students, did effective communication, emphatic and manner with the students even though did not use formal language or regular grammar but he used daily language to talk with the students because it was more effective to talk with them. The effective application of pedagogic competence empowers English preservice teachers to create a dynamic and inclusive language learning environment that encourages active participation, critical thinking, and language fluency. By understanding the significance of these competencies, educational institutions and policymakers can develop comprehensive teacher training programs and curricula that prioritize pedagogic excellence, ultimately benefiting students' language learning outcomes and academic achievements.

#### ***4.4. Pertaining to Objective 4:***

***O4: To suggest ways to help English-language-students succeed in their studies and English- language teaching trainees' professional development..***

The suggestions encompass a wide range of strategies, from fostering a culture of collaboration and innovation to implementing effective evaluation systems and incorporating technology in language instruction. These recommendations are designed to equip English preservice teachers with the necessary tools and support, enabling them to create engaging and effective language learning experiences for their students. The importance of investing in the professional growth of English teachers and recognize their vital role in nurturing language proficiency, cultural understanding, and global communication skills among students. By implementing these suggestions, educational institutions can contribute to the success of both teachers and students, paving the way for a brighter future in language education and global interconnectivity. Supporting English preservice teachers in enhancing their competencies and student achievement in learning English is crucial for providing high-quality language education. Here are some suggestions to support English teachers in their professional growth and improve students' language learning outcomes:

**Professional Development Programs:** Educational institutions should invest in regular and targeted professional development programs for English preservice teachers. These programs can cover areas such as language pedagogy, technology integration, differentiated instruction, and cultural sensitivity. Workshops, seminars, and conferences can be organized to keep teachers updated with the latest teaching methodologies

and resources.

**Mentoring and Peer Collaboration:** Establishing mentoring programs where experienced teachers mentor new educators can be highly beneficial. Encouraging peer collaboration and sharing best practices within the teaching community fosters a supportive environment for continuous learning and improvement.

**Access to Resources:** Provide English preservice teachers with access to a wide range of teaching resources, including authentic materials, multimedia tools, language apps, and digital platforms.

Well-equipped teachers can create engaging lessons and offer students varied language practice opportunities.

**In-Class Support and Observation:** Conduct regular in-class support and observation sessions for English preservice teachers. This allows administrators or senior teachers to provide constructive feedback, offer guidance, and identify areas where teachers can improve their instructional practices.

**Feedback and Evaluation:** Implement a robust feedback and evaluation system for English preservice teachers. Encourage students to provide feedback on teaching methods and classroom experiences, enabling teachers to adapt their approaches to better suit students' needs.

**Collaborative Lesson Planning:** Encourage collaborative lesson planning among English teachers to share ideas, co-create lesson materials, and develop cohesive language learning experiences across grade levels.

**Empowerment for Innovation:** Foster a culture that encourages preservice teachers to innovate and experiment with new teaching approaches. Create opportunities for teachers to implement creative projects and initiatives in the classroom.

**Engage in Research and Publication:** Encourage English teachers to engage in educational research and contribute to publications related to language education. Participating in research activities enhances their understanding of effective teaching practices and allows them to contribute to the field.

**Cultural Exchange Programs:** Facilitate cultural exchange programs for English preservice teachers to gain exposure to different cultural contexts and language learning environments. This enriches their own cultural awareness and enables them to better support diverse students.

**Parent and Community Involvement:** Involve parents and the community in supporting English preservice teachers' efforts. Organize language workshops, events, or language clubs that involve parents and community members to create a supportive language learning ecosystem.

By implementing these suggestions, educational institutions can empower English preservice teachers to enhance their competencies and, in turn, improve student achievement in learning the English language. A skilled and motivated teaching workforce will play a critical role in preparing students for success in language proficiency and intercultural communication, equipping them with essential skills for future academic and professional pursuits.

## **Conclusion:**

The findings of this study will have far-reaching effects on how we train future educators. If these skills are included into teacher preparation, future educators will be more equipped to meet the diverse needs of their classrooms' language learners. The outcomes of this research will lead to enhanced instructional practices that will aid students learning English. It will shed light on the crucial characteristics and pedagogical approaches that make for effective learning environments in ESL classes. Language teachers need skills in

pedagogical content, classroom management, student differentiation, technology integration, and cultural awareness in order to educate their students effectively. Preservice educators may do their pupils a world of good by embracing these abilities and helping their students build strong language skills. Researchers have shown that English instructors have a crucial impact in determining their students' level of English proficiency and academic performance via their instruction. A thorough analysis of these qualities reveals that future English instructors need a wide range of talents beyond just a firm grasp of the subject matter. Teachers who are fluent in the English language are in a better position to model appropriate language use and encourage their pupils to develop a more thorough comprehension of the language. Furthermore, pedagogical expertise, such as tailored teaching, active learning methodologies, and technology integration, allows for interesting and engaged language learning experiences, which boosts students' motivation and language abilities. The research stresses the need of helping future English instructors improve their skills in order to raise English proficiency levels among their students. Teachers are better able to improve their teaching methods and provide engaging language learning experiences for students when they have frequent access to professional development programmes, mentorship opportunities, and relevant materials. This research suggests that improving students' English-learning outcomes depends heavily on instructors' pedagogical skills. Student gains in linguistic competence, critical thinking, and cross- cultural communication were made possible by the researcher's emphasis on teachers' professional development and the creation of a safe and stimulating classroom setting. The future of language learning and students' success in a globalized environment rests in the hands of the English instructors of today and tomorrow.

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