



ANALYZING THE ROLE OF ENGLISH LANGUAGE COMPETENCY AND ITS IMPACTS ON PROFESSIONAL MOBILITY OF TEACHERS IN PAKISTAN: GLOBALIZATION PERSPECTIVE

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ABSTRACT

The aim of the study is to investigate the role of the English language and its impacts on the professional mobility of teachers in Pakistan. English is considered the backbone of educational and professional mobility in Pakistan and at the global level as it reflects its importance for academic and professional success. In order to cope with the needs of global trends in education English language is the only medium to develop competencies. To understand this phenomenon n=30 articles were taken as a sample of the study. The articles were analyzed critically by using qualitative design. The identified gap through the literature review was that there were no recent studies conducted on the English language and its impact on the teaching profession in the current era. The need to acquire proficiency and competency in English cannot be denied when it comes to the teaching profession. The paper highlighted that English language teaching methods in Pakistan are not meeting the criteria to overcome language deficiencies. It was also identified that even though there are a number of teacher training programs offered by public



sector institutes, the desired outcome was not achieved due to the lack of language competency by the teachers. The current situation and globalization have proved that language deficiency can lead to serious teaching and learning consequences. All developed and developing countries are striving to achieve global standards of language teaching to achieve the best results. The objective was to propose possible ways to ensure the professional mobility of teachers who are suffering from language deficiencies. The paper was conducted through a theoretical analysis of available literature. This paper will be beneficial to all concerned teachers, policymakers, and researchers.

Keywords: *English language, Competency, Professional Mobility, EFL Proficiency, ELT Pedagogy, Globalization.*

INTRODUCTION

English language competency is not only the competency required to teach individuals or students rather it has a strong relationship regarding the professional mobility of the stakeholders or teachers specifically university teachers (Ghenghesh, 2015). English is the most demanding of the language of the time is becoming basic and of utmost need for the employees and employers in any setup. Employees are using it as an assessment tool for one's abilities in communication and writing, however it has become the gateway for employees to get success in the job market (Masduki, 2022).

English is undoubtedly the preferred professional language which is not only use as the medium of instruction rather is required by the university faculty to perform each and every task related to their teaching profession. (Oducado, 2020) stated that, It has importance in both speaking and writing domains for teachers, competency in speaking is required for effective teaching and learning process however verbal and written competence is also important for professional mobility. The university faculty needs to acquire competency in English because failing in can cause issue for their career growth.

Ineffective use of language can leave negative impact on individuals or students and affects evaluation of teachers; in addition to that, or they may fail to meet the global competence. Incompetency in English ultimately a serious threat to a university teacher because they need to be proficient to conduct research, supervise students, participating in conferences, meetings workshops and seminars, preparing examination material and so on (Pandey, 2014).

BACKGROUND OF THE STUDY

English language competency is increasing globally, and its worth in the educational sector can also not be denied, specifically at the university level. Teachers of current era need to be well



equipped with modern and innovative methods and strategies to inculcate those skills in the teaching and learning process to get effective outcomes.

STATEMENT OF THE PROBLEM

Pakistan is facing serious issues in order to attain effectiveness in its educational system. Due to the continuous use of an ineffective method of teaching Pakistani educational institutes are suffering badly. Ineffective teaching methods from primary till secondary and higher secondary level, ultimately giving birth to the youth who is actually the product of that educational system, with no basic knowledge about the use of English language (Clement, 2018).

They do not realize the worth of the English language throughout their academic journey, eventually when they enter their professions as teachers, they face serious problems due to incompetency in the English language. (Oducado, 2020) states that It is predictable that teachers at the university level need to be very competent in English in order to sustain their positions and ensure professional mobility.

OBJECTIVES OF THE STUDY

General Objective:

The general objective of the research is to highlight the role of English language competency and its impact on the professional mobility of teachers.

Specific Objectives:

- i) To identify the role English language competency for teachers
- ii) To explore the impact of English language competency and its impact on professional mobility of teachers
- iii) To identify significance of English language for university teachers
- iv) To propose possible ways to ensure professional mobility of teachers in the light of globalization

Research Questions:

- i) What is the role of English language competency for teachers?
- ii) What is the impact of English language competency on the professional mobility of teachers?
- iii) What is the significance of English language competency for university teachers?
- iv) What are the possible ways to ensure the professional mobility of teachers in light of globalization?

SIGNIFICANCE OF THE STUDY



The significance of the study is to understand the role English language competency in a professional setup, this study provides information about:

- Role of English language competency for the faculty members of Public Universities of Karachi.
- English language competency for the professional mobility of university teachers.

Based on the above-mentioned points it can be said that the study is of worth keeping in view the current scenario regarding the problem under study.

THE RATIONALE OF THE STUDY

Practically no specific work done on the subject “role of English language competency and its impact on professional mobility of teachers” especially in context of Pakistan. Specifically, it was identified that this work needs to be done at the university level with relevance to the teachers of the technological and globally advanced world. A number of studies have been conducted on the subject with relevance to the students.

University teachers are considered as the most efficient in terms of competency and skills, English competency is at utmost level, so based on these facts the study is specifically conducted on university teachers to know that how language is contributing to their professional mobility.

LITERATURE REVIEW

English is a language “important for struggle in globalized world”, it is also treated as the language for international market and trade (Plotnikova, et al, 2020). Apart from scholastic goals, it has been shown that learning English has social and economic implications for its teachers and students all over the world. It is thought to be a "social and economic mobilizer. “According to (Clement and Murugavel , 2018). English learners are considered as more educated in many nations, and hence have a better level of respectability in society. (Murray, 2010) indicated that English is preferred, though not necessary, by employers when hiring new personnel. When compared to non-English speakers, those who know English have a better time finding attractive occupations. Learning English becomes a tool for social advancement. This has far-reaching implications for English as a Second or Foreign Language instruction. Many countries have grown aware of this situation and have ruled out English as a required language for university professors, lecturers, and instructors (Oducado, 2020).

Although low-paying occupations may not demand sophisticated English skills, many employers expect graduates to have at least a basic understanding of the language in order to perform their duties. In today's society, several study findings underline the link between English and



employability (Ghenghesh, 2015). Employees must have day-to-day business transactions and communication with executives from all over the world because of the globalized market. Emails, online chat, and corporate presentations all require 'above average' language abilities to ensure that information is conveyed in an unambiguous and straightforward manner to all parties (Renner, 2011).

English communication is affected by different factors involved secondary school curriculum. The study in Indonesia high school curriculums shows that there is generally top-down approach. It adds students' communication skills and development their skills for university. So, here the competency word relates to both teachers for teaching and students for learning (Inkson, Gunz, Ganesh, & Roper, 2012). English learning components such as grammar, reading comprehension, and communication as the competency indicators for teachers' English resilient association with the career and improving teaching. (Dearden, 2014) stated that there is an issue that English competence is related to the term quality that also influenced the communication skills of teachers and the capability of students for the future in Universities.

The relevance of English has risen dramatically in recent years, especially to the globalization of jobs. It has grown in importance as a means of communication at both the international and intra-national levels over time (Gopinathan, 2007). The value of spoken English is much greater; because there are numerous instances in which someone knows their subject well but fails to communicate it effectively (Masduki, 2022). As a result, it is critical to practice spoken English. Learning English in a place where it is not the local language opens up a world of possibilities. The importance of efficient English communication has been recognized and accepted in today's corporate environment more than the necessity for technical expertise (Pandey, 2014)

METHODOLOGY

A Qualitative research approach was implied to solve the query. The study was accomplished through content analysis of relevant literature. Interviews were used as a primary technique to collect the data.

Population and Sampling

The population of the study was comprised of all faculty members of public sector universities in Karachi, Sindh, Pakistan.

Sample Size and Sampling Technique

10 faculty members were selected as a sample for the study. A purposive sampling technique was used keeping in view the nature of the study.

DATA ANALYSIS



Thematic Content-Analysis was used to analyze the data. The important themes of the study and questions included: What is the role of English language competency for teachers? Theme 1: Role of English Language Competency, Sub-theme 1: role of English language for Higher Education teachers. Sub-theme 2: role of the English language in acquiring global competence in the teaching and learning process. sub-theme 3: Work motivation with effective use of language. What is the impact of English language competency on the professional mobility of teachers? Theme 2: competency in professional mobility of teachers Sub-theme 1: the need for the English language for the teaching profession. Sub-theme 2: participation in productive activities. Theme 3: Access to Social mobility Sub-theme 1: confidence Sub-theme 2: access to global knowledge Sub-theme 3: linkage with worldwide educational forums. Finally, the above-mentioned themes revealed that the majority of respondents agreed that English language proficiency is very essential to them. *"We are facing a number of problems and challenges when we are asked to draft any official letter, memorandum,"* they added. The majority of the respondents also added that *"when a teacher is hired based on a variety of skills, experience, and qualifications, English language competency must be checked and ensured at the university level."* Most of the respondents added *"that after covid-19, it was also realized that teachers at university level and at any level were required to teach online and for that the basic skills were related to language, without language expertise it was not possible to use different platforms and online forums to teach the students online. So ultimately it can be concluded that language competency cannot be denied at any stage and any level of teaching and teaching profession.* Respondents shared their views and responded to the questions keeping in view the need and requirements of the language competencies for the university teachers in the global age as most crucial.

DISCUSSION

EFFECTIVE ENGLISH LANGUAGE COMPETENCY IS REQUIRED FOR PROFESSIONAL MOBILITY

Employees are increasingly being offered jobs in other regions in English, especially as a result of business restructuring or as part of a promotion. The phrase "mobility" can refer to a variety of job changes, such as a change in position, a promotion, or a move from one department or firm to another Pages (2011). Employees want higher performance through upward mobility, according to Dearden (2014) the function of English language competency is expanding in the current world. Competency in the English language leads to "downward" mobility, which refers to a loss of occupational status, and "upward" mobility, which refers to a rise in occupational prestige.

Oral abilities for public speaking, presentations, debating, conflict resolution, and knowledge sharing; and writing skills for drafting reports, proposals, instruction manuals, memos, notices, and official letters, among other things (Pandey, 2014). It also contains a mix of verbal and nonverbal abilities such as accurate articulation, adequate pause, and voice modulation. If English



is used as the language of communication, a certain level of proficiency is required. Because English is a second language for us and not our native tongue, regular practice at home, followed by language-lab sessions, is essential. English language skills allow specialists to be aware of and come across the most recent research in their fields of specialization (Itani, 2015). The English language is becoming increasingly important to be able to correctly assess the outcomes of scientific research published in prestigious journals. It has various other usages for which the faculty at the university level must keep themselves acquainted with language competency (Peltokorpi, 2017).

- Language competency in the English-speaking world is defined as the capacity to listen, read, write, and speak Standard English in a businesslike manner.
- We must read a variety of materials in our daily professional lives, including journals, emails, reports, and books. One must absorb the significance of what he reads and analyze it thoroughly.
- Nobody can deny the importance of having vital documents in writing. Written communication is crucial documentation in official work since it is permanent and retrievable. In an organization, business letters, memoranda, proposals, brochures, manuals, notices, bulletins, and other documents are frequently required to be written.
- In business, having a good grasp of the English language in terms of speaking is lacking. Companies nowadays are looking for workers who can successfully communicate with others and contribute meaningfully during group discussions, presentations, and seminars.
- Also, when it comes to promotions and success at the university level, all involved focus on language-related abilities, efficiency, and competence of teachers, regardless of their subject specialty and teaching experience in any subject.

Learning English as a Contributing Factor for an upward Mobility

- In this section, we'll look at how English learning influences its students' social mobility in different countries. All of the evidence presented here supports the notion that English learning aids learners' upward social mobility. However, the term "social mobility" refers not only to vocational prestige, as indicated in the introduction, but also to a person's social position in their society, which is linked to their ability to communicate in English. It's important to note that social prestige differs from occupational prestige, which is linked to earnings and wealth.
- According to (Inkson, et al, 2012). As we move farther into the new millennium, our perceptions of a number of essential concepts have shifted. One such construct is the concept of a career, which describes the interaction that exists between people and their job through time in the context of organizations and other social structures. Opportunities for professional mobility (Ronen, et al, 2014) and the importance of language skills in steering and shaping careers in 21st century organizations have expanded as enterprises have become more worldwide (Peltokorpi and Vaara, 2012, Piekkari and Tietze, 2012).



Language and Globalization

Many institutions throughout the world have devised techniques for internationalizing their educational progress in response to the postmodern globalization age, which is marked by permeable territorial barriers that enable ideas, people, services, and things to travel quickly across borders. As per (Ploknitova, et al, 2020) the core objectives of international education are global awareness, intercultural communication abilities, and open-mindedness, however, several methods have been used to reach these objectives. Some educational contexts insist that all students from non-English speaking backgrounds learn English, while others emphasize the integration of cultural diversity concerns into every facet of the academic program.

English has gained the status of an international language as a result of its globalization, which has multiplied its users and forms, and its important participation in numerous worldwide cultural and economic spheres.

Users of English can project their cultural identities and conceptualizations to those outside of their immediate environment by using English (Sharifian, 2013).

According to (Gopinathan, 2007) the rapid growth of English has inspired Applied Linguists and TESOL scholars to reconsider how English is taught in schools, moving away from the traditional ESL ('Inner-Circle-English-oriented') paradigm and toward the EIL (English as an International Language) paradigm, which emphasizes the value of teaching English as a pluricentric language for cross-cultural and international communication (Matsuda 2012; Sharifian, 2013). This is not only the case for language aspirants but teachers at any level. Keeping in view globalization every country is demanding and considers language proficiency for university faculty as a mandatory tool. According to (Masduki, 2022) a strong correlation exists between self-efficacy and perceived language competency. The more effective teachers are, the greater their perceived level of language ability. Additionally, the teachers' propensity to adopt communicative-based tactics in their classes, emphasizing meaning over correctness, increased with their sense of self-efficacy.

FINDINGS

The findings suggest that the importance of English language abilities in the workplace has not altered, and participants have emphasized the importance of English as an influencing element in interviews and at work. Furthermore, it has been discovered that weak English communication skills can sabotage job search efforts. Furthermore, participants stressed the importance of in-house English training to develop the abilities needed to execute their jobs. Speaking was rated as the most important talent in the job, with the majority agreeing that they needed to enhance their speaking skills as well as writing skills and preferring professional's training in the English



language.

Several recent researchers have suggested that due to globalization, the needs and demands for language proficiency have increased. This will ultimately drive all candidates looking for university teaching jobs to work hard and enhance their language abilities. No matter what subject they teach, having a strong command of the English language is critical.

CONCLUSION

The language of English has a significant impact on one's personality. The use of English is unavoidable in this globalization or in all fields, from academics to industry. The necessity of the hour is for certain changes in the educational system to reflect the needs of the changing economy and to take appropriate measures to provide required communicative English training in order to get young people gainfully employed. This will benefit all stakeholders, including teachers, business, government, and the economy, by increasing productivity and resulting in a greater national GDP.

This is the general perception of the students at the tertiary level that every subject teacher will use English as the medium of instruction as this is the global trend. As this is not the case for university teachers in Pakistan. As most of the time, teachers use only Urdu or bilingual techniques to teach subjects other than English. This is definitely leading them to become lower in terms of performance and feedback. They also need to show their language expertise in the research area. They have to publish a specific number of research papers based mainly on the English language. All of the above-mentioned facts; are based on current advancements and globalization, which similarly requires and restricts the Pakistani university teachers to come up with the same progress in the English language. This paper will be beneficial not only for the language teachers rather for any subject teachers to understand the English language proficiency demands. The current study revealed that in progressing countries like Pakistan, in order to make the educational system effective the language importance cannot be denied at any stage. All concerned can play their part to excel in their professions through language proficiency.

According to (Pages, 2011) English language competency is important for all faculty members to avoid any hurdles in the teaching process as well as other tasks at the university level. Language makes us efficient and one feels confident to share his views and thoughts in the meetings organized for the university level. (Renner, 2011) stated that most importantly, language for university faculty leads one to get positive professional mobility by writing and publishing papers and attending workshops and conferences. The importance of English language proficiency is not limited to that; it is also a vital component in the selection and hiring process at universities, from the interview to the end of service.

RECOMMENDATIONS



1. From primary to secondary school, where English is taught as a compulsory subject, there is a need to focus on the core reasons for inefficient teaching techniques of the English language. When students join their professional professions after spending several years learning English as a subject rather than a language, they encounter major challenges due to incompetency non-English.
2. There is a misconception that English is only important for English language faculty, all concerned must realize that English is a global language and now it has become a language of professional mobility for the teachers at the university level.
3. The issue of English language proficiency must be addressed, and novel pedagogies must be implemented to help pupils overcome their language deficiencies.
4. At the university level, different language-related training programs should be organized for all faculty members. so that they could improve the language required for professional use.
5. In this globalization era, it is very crucial that individuals, stakeholders, or teachers at any level must be proficient in the language, most specifically university teachers. They need to meet the basic and minimum language criteria. At the university level, teachers are not just confined to teaching the subjects and courses, rather they need to boost their skills for professional mobility. Language is one of the major factors contributing to the positive growth and mobility of individuals, stakeholders, or teachers.
6. Teachers at the tertiary level need to have strong language skills because the current globalization caused borders to dissolve and united all nations.

LIMITATION OF THE STUDY

The current study is limited to public sector universities in Karachi, Sindh, Pakistan only. For convenience, the researcher only collected data from general cadre universities in Karachi.

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