

## INVESTIGATING THE EFFECTIVENESS OF TEACHER TRAINING PROGRAMS ON ELT PRACTITIONERS' PROFESSIONAL DEVELOPMENT

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### ABSTRACT

*This study investigates the effectiveness of teacher training programs on the professional development of English Language Teaching (ELT) practitioners in Pakistan. A mixed-methods approach was utilized, including quantitative data from a survey of 70 teachers and qualitative insights from in-depth interviews with 30 teachers. The findings suggest that teacher training programs had a positive impact on teaching skills, pedagogical knowledge, and classroom management. However, challenges such as large class sizes, lack of resources, and inadequate administrative support were identified as barriers to successful implementation. Teachers expressed a need for ongoing support and context-specific training. The results offer valuable insights for improving future teacher training programs in Pakistan.*

**Keywords:** *Effectiveness, teacher training programs, professional development, English Language Teaching (ELT), practitioners.*

### INTRODUCTION

The effectiveness of teacher training programs in fostering the professional development of English Language Teaching (ELT) practitioners has become an increasingly significant topic in recent years. Teacher training programs are pivotal in shaping the competencies, pedagogical strategies, and overall effectiveness of teachers, particularly in the field of ELT. These programs are designed to equip educators with not only the theoretical knowledge of language acquisition but also the practical skills necessary for classroom success. As the demand for skilled English language teachers grows globally, particularly in non-English speaking countries, evaluating the impact of these

training programs is crucial for ensuring quality education in the field. A growing body of research suggests that effective teacher training programs can have a profound influence on ELT practitioners' professional development. In particular, programs that offer a blend of theoretical insights with hands-on teaching practice tend to produce more positive outcomes. For example, Gharbavi and Mousavi (2021) found that training programs that emphasize both the theoretical foundations of language acquisition and real-world classroom applications tend to enhance teachers' confidence and classroom management skills. Similarly, research by Zhang and Li (2020)

emphasized the role of practical training, suggesting that teachers who engage in collaborative learning and peer feedback during training are better equipped to adapt to the dynamic needs of diverse student populations. Such programs allow practitioners to refine their teaching practices, experiment with new methods, and learn how to cater to different learning styles and challenges. In the context of English Language Teaching, the integration of technology into training programs has been identified as a key factor in improving teaching effectiveness. As digital tools and online resources become more prevalent in the classroom, ELT practitioners are increasingly required to incorporate technology into their lessons. Training programs that offer professional development in digital literacy help teachers not only use technology efficiently but also leverage it to enhance student engagement and learning outcomes. A study by Hosseini and Dehghan (2022) found that ELT practitioners who received training on integrating technology into their teaching practices were more likely to use multimedia resources, such as online learning platforms and interactive whiteboards, to enrich their lessons. This was particularly important in the context of the COVID-19 pandemic, where many teachers had to quickly shift to online teaching. The ability to navigate digital environments became essential, and those who had undergone targeted training were more successful in adapting to the new demands of online teaching.

The ongoing nature of professional development is a significant factor in the effectiveness of teacher training programs. Short-term training sessions might provide a foundation, but continuous professional development (CPD) programs are essential to ensure that teachers are able to refine their skills over time. This is especially true in the field of ELT, where the methodologies and best practices are constantly evolving. A longitudinal study by Kim and Shin (2023) explored how sustained participation in CPD programs contributed to the development of ELT practitioners' reflective teaching practices and adaptability. The study showed that teachers who engaged in ongoing professional learning were more likely to reflect on their teaching methods, experiment with new strategies, and remain

motivated in their careers. This type of reflective practice is fundamental in improving not only teaching effectiveness but also in fostering a growth mindset that encourages lifelong learning among educators.

The impact of teacher training on ELT practitioners' professional development extends beyond individual growth to the wider educational context. When teachers participate in high-quality training programs, they tend to collaborate more effectively with colleagues, share best practices, and contribute to the development of a supportive professional learning community. A study by Kumar and Sood (2024) highlighted that ELT practitioners who attended collaborative training sessions were more likely to engage in peer mentoring and knowledge sharing, thus improving the overall quality of teaching within schools and institutions. The sense of community fostered by these programs plays a vital role in sustaining professional development and creating a culture of continuous improvement within educational institutions. While the positive effects of teacher training programs are widely acknowledged, several challenges remain. One major concern is the inconsistency in the quality of training programs available to ELT practitioners. Not all programs are designed to meet the specific needs of teachers, particularly in non-native English-speaking contexts. According to a study by Tavares and Silva (2021), many teacher training programs do not adequately address the practical challenges faced by ELT practitioners in diverse classroom settings. As a result, teachers may not feel fully prepared to handle the realities of their teaching environments, which could undermine the effectiveness of the training. Additionally, the accessibility of training programs remains a challenge in certain regions, especially in rural or underserved areas, where teachers may have limited opportunities for professional development.

Another challenge is the lack of alignment between teacher training and the curriculum. In many cases, training programs focus on general teaching methodologies or abstract concepts without connecting these to the specific needs of the curriculum or student learning outcomes. Research by Liu and Xu (2020) found that ELT practitioners

were more likely to benefit from training programs that were aligned with their curriculum's goals and challenges. When training programs are tailored to the specific needs of teachers and their students, the impact on professional development is more pronounced. For example, if a teacher is trained in the context of a communicative language teaching approach and then applies this in a curriculum focused on communicative competence, the results are more likely to be positive. The role of reflective practices in professional development is another key consideration. Reflective practices encourage teachers to critically analyze their teaching experiences and identify areas for improvement. This is particularly important in the field of ELT, where the application of theory to practice can be complex and requires constant adjustment. As noted by Cheng and Wu (2022), the incorporation of reflective journals, peer observations, and action research into teacher training programs enhances practitioners' ability to evaluate their teaching methods and make evidence-based adjustments. These practices not only lead to professional growth but also contribute to the development of a reflective teaching culture within educational institutions. The evidence suggests that teacher training programs can be highly effective in fostering the professional development of ELT practitioners. However, to maximize their impact, these programs must be designed to meet the specific needs of teachers, offer practical and ongoing development opportunities, and promote reflective practices. Additionally, training programs should be responsive to the changing demands of the educational landscape, including the integration of technology and the need for culturally responsive teaching. By addressing these factors, teacher training programs can significantly enhance the effectiveness of ELT practitioners and contribute to the overall improvement of language education globally.

### **Research Objectives**

To evaluate the impact of teacher training programs on ELT practitioners' teaching practices and professional development.

To explore the challenges faced by teachers in applying newly acquired skills and knowledge in the classroom.

To assess teachers' perceptions of the effectiveness of current teacher training programs and their professional growth.

### **Research Questions**

How do teacher training programs affect the teaching practices and professional development of ELT practitioners in Pakistan?

What challenges do ELT practitioners face in applying the skills and knowledge gained from teacher training programs?

How do teachers perceive the effectiveness of the training programs in enhancing their teaching skills and classroom management?

### **Significance of the Study**

This study is significant in shedding light on the effectiveness of teacher training programs for ELT practitioners in Pakistan, a country where professional development in the education sector is often challenged by contextual limitations. By evaluating both the positive impacts and the challenges faced by teachers, the study provides valuable insights into how training programs can be optimized for better outcomes. It highlights the importance of context-specific, sustainable teacher development initiatives and the need for continuous support to maintain and enhance teaching practices. The findings contribute to the broader discourse on improving ELT in Pakistan and inform policy and practice in teacher training and professional development.

### **Literature Review**

Teacher training programs are recognized as an essential component in the professional development of English Language Teaching (ELT) practitioners. They are designed to address the ever-evolving challenges that educators face, enhancing their teaching strategies, pedagogical knowledge, and overall effectiveness. The effectiveness of these programs can significantly influence not only the individual growth of teachers but also the learning outcomes of students. In recent years, there has been an increasing emphasis on assessing how teacher training



influences ELT practitioners' ability to adapt to new methodologies, technologies, and diverse classroom environments. A key challenge in evaluating these programs is the balance between theory and practice. According to Zhang (2021), programs that successfully integrate theoretical foundations with practical teaching experience have a greater impact on teachers' confidence and competence. These programs allow teachers to experiment with and refine their methods while receiving constructive feedback, which is crucial for fostering long-term professional development. Research by Liao and Wang (2022) suggests that the inclusion of collaborative learning experiences within teacher training programs significantly enhances ELT practitioners' ability to engage in reflective teaching practices. Collaborative learning provides teachers with opportunities to observe, interact with, and learn from their peers, fostering an environment of shared knowledge and support. This peer-based approach to professional development is particularly effective in overcoming the isolation that many teachers face in their classrooms. By sharing best practices and discussing challenges, teachers can develop new strategies that better meet the needs of their students. Furthermore, peer feedback mechanisms offer teachers valuable insights into areas for improvement and facilitate continuous growth. In addition to collaborative learning, the integration of technology has emerged as a critical component in modern teacher training programs. As digital tools become increasingly prominent in the classroom, it is essential for ELT practitioners to gain proficiency in utilizing these resources effectively. A study by Singh and Roberts (2023) explored the role of digital literacy in teacher training, finding that ELT practitioners who were trained to use educational technology showed increased engagement in their classrooms. The use of interactive whiteboards, learning management systems, and online language resources not only enhanced the delivery of lessons but also improved student interaction and learning outcomes. However, the study also highlighted that the successful integration of technology into teaching practices requires ongoing support and training, as many teachers initially struggle with the rapid pace of technological change.

Reflective practices have long been recognized as a powerful tool for professional development. Training programs that emphasize reflection enable teachers to critically examine their teaching practices, identify areas for improvement, and adapt their strategies to better serve their students. A study by Lee and Hwang (2021) emphasized the importance of reflective teaching in fostering professional growth. Teachers who engage in reflective practices are better equipped to make data-driven decisions about their instructional methods, creating a dynamic and adaptive learning environment. Additionally, reflective teaching encourages teachers to remain open to new ideas and innovations in the field, ensuring that their practices evolve alongside the changing needs of their students. The importance of continuous professional development (CPD) in the long-term effectiveness of teacher training cannot be overstated. Short-term workshops may provide initial skills and knowledge, but they often fail to create lasting changes in teachers' practices. In contrast, long-term CPD programs allow for deeper engagement and the sustained development of pedagogical skills. Research by Thompson et al. (2024) found that teachers who participated in long-term professional development programs were more likely to engage in innovative teaching practices and maintain high levels of motivation throughout their careers. These programs encourage teachers to revisit and refine their strategies over time, creating a cycle of continuous improvement. Another crucial aspect of teacher training is the alignment of training programs with the specific needs of the teachers and their students. Studies have shown that generic training programs, while beneficial, often fail to address the unique challenges faced by teachers in diverse classrooms. According to Chen and Liu (2020), teacher training programs that are tailored to the local context, including cultural differences, curriculum demands, and student needs, tend to yield better results. By ensuring that training is contextually relevant, teachers are more likely to apply what they have learned in a meaningful way. For example, in regions where English proficiency levels vary significantly, training programs that focus on differentiated instruction and scaffolding

techniques can help teachers better support their students.

The impact of teacher training on ELT practitioners' professional development is also influenced by the level of institutional support. Programs that provide teachers with the opportunity to continue learning after the initial training phase are more likely to see sustained improvements in teaching effectiveness. A study by Gupta and Khan (2022) found that schools and educational institutions that prioritize professional development and create a supportive environment for teachers are more likely to have successful training outcomes. Teachers who feel supported by their institutions are more likely to apply new strategies in their classrooms and continue developing their skills. Despite the positive outcomes associated with teacher training, several challenges remain. One of the primary issues is the disparity in the quality and accessibility of training programs across different regions. Research by Smith and Kumar (2023) highlighted the significant variation in the quality of teacher training programs, particularly in developing countries where resources are limited. In these contexts, teachers often lack access to high-quality professional development opportunities, which can hinder their growth and effectiveness. Additionally, the high cost of training programs and limited availability of in-person training further exacerbate this issue, leading to a situation where many teachers are unable to access the support they need. The financial aspect of teacher training is another challenge that has been identified in recent research. As noted by Patel and Mehta (2021), many teachers are required to pay for their own professional development, which can be a significant barrier to access. This issue is particularly pronounced in countries with limited funding for education, where teachers are often underpaid and lack the financial resources to invest in their own development. Governments and educational institutions must recognize the importance of teacher training and allocate sufficient funding to ensure that all teachers have access to high-quality development opportunities. Another challenge is the potential mismatch between the content of training programs and the practical realities of the classroom. While

theoretical knowledge and general pedagogical skills are important, they must be coupled with practical, context-specific strategies. A study by Marshall and Zhang (2022) found that teachers who were trained in generic methodologies without a focus on the challenges they would face in real classrooms often struggled to implement these strategies effectively. In contrast, programs that emphasize the application of theory to real-world scenarios were found to be more impactful, as they allowed teachers to see the immediate relevance of the training to their daily work.

The cultural and linguistic diversity of student populations in ELT classrooms also presents unique challenges that must be addressed in teacher training programs. According to Patel (2023), teacher training that includes a focus on cultural competence and inclusive teaching practices equips ELT practitioners with the tools they need to meet the needs of diverse learners. This approach not only benefits students from different cultural backgrounds but also enhances the teacher's ability to create a welcoming and supportive classroom environment for all students, which is essential for effective language learning. The influence of teachers' attitudes and motivation on the success of training programs has been widely documented. As noted by Harris and Tan (2020), teachers who are intrinsically motivated and open to new ideas are more likely to benefit from training programs. In contrast, teachers who are resistant to change or lack motivation may find it difficult to implement new practices effectively. Therefore, it is important for teacher training programs to address not only the practical aspects of teaching but also to foster positive attitudes towards professional development and lifelong learning. The role of leadership in the success of teacher training programs cannot be overlooked. A study by Johnson and Williams (2024) found that school leaders who actively support and encourage professional development contribute significantly to the effectiveness of teacher training. Leadership support helps to create a culture of learning within the institution, where teachers feel valued and motivated to continue developing their skills. While teacher training programs have proven to be highly effective in enhancing the professional development of ELT practitioners, several factors

contribute to their success. These include the integration of theoretical and practical elements, the inclusion of collaborative and reflective practices, the focus on technology integration, and the alignment of training with local contexts and curricular demands. By addressing these factors, teacher training programs can better support ELT practitioners in their professional growth, leading to improved teaching practices and better learning outcomes for students.

### Research Methodology

For the research on the effectiveness of teacher training programs on English Language Teaching (ELT) practitioners' professional development in Pakistan, a mixed-methods approach was adopted. The study utilized both qualitative and quantitative research tools to gain a comprehensive understanding of the impact of training programs on teachers' skills, knowledge, and classroom practices. The sample size consisted of 100 ELT practitioners, including teachers from public and private schools, as well as language institutes across major cities in Pakistan. The participants were selected using purposive sampling, ensuring representation from various teaching contexts, such as primary, secondary, and tertiary levels. A survey questionnaire was distributed to 70 teachers, gathering quantitative data on their perceptions of the training programs and their professional development. Additionally, in-depth interviews were conducted with 30 teachers to obtain qualitative insights into their experiences with the training programs. The research tools included a structured questionnaire that focused on the effectiveness of training programs in improving teaching practices, enhancing pedagogical knowledge, and boosting teachers' confidence. The interviews were semi-structured, allowing for flexible exploration of teachers' attitudes, challenges, and suggestions for future training programs. Data analysis involved statistical techniques for the survey responses, while thematic analysis was applied to the interview data. This methodology provided a robust framework for evaluating the impact of teacher training on ELT practitioners' professional growth.

### Data Analysis

This section details the data analysis process for the research on the effectiveness of teacher training programs on English Language Teaching (ELT) practitioners' professional development in Pakistan. As the study employed a mixed-methods approach, the data analysis is divided into two parts: quantitative analysis and qualitative analysis. The quantitative analysis involved statistical techniques to evaluate the perceptions of 70 ELT practitioners regarding the effectiveness of teacher training programs. The qualitative analysis focused on the in-depth interviews conducted with 30 teachers, exploring their experiences and reflections on the training programs.

### Quantitative Data Analysis

The quantitative data collected through the survey questionnaire was subjected to descriptive and inferential statistical analysis. The questionnaire consisted of Likert scale items designed to measure the teachers' perceptions of various aspects of teacher training programs, such as effectiveness, relevance, and impact on teaching practices. The data was entered into a statistical software program, and the following analyses were conducted: descriptive statistics, frequency distributions, and mean scores.

**Table 1: Demographic Information of Respondents**

Demographic Factor	Category	Frequency (%)
<b>Gender</b>	Male	35 (50%)
	Female	35 (50%)
<b>Age Group</b>	21-30 years	25 (35%)
	31-40 years	30 (43%)
	41-50 years	15 (21%)
<b>Education Level</b>	Bachelor's	50 (71%)
	Master's	20 (29%)
<b>Experience</b>	0-5 years	20 (29%)
	6-10 years	25 (36%)
	11+ years	25 (36%)

### Description of Table 1:

Table 1 presents the demographic characteristics of the respondents. The sample included an equal gender distribution, with 50% male and 50% female participants. In terms of age groups, the



largest proportion of respondents (43%) were between 31-40 years old, followed by 35% in the 21-30 years category. Regarding educational qualifications, 71% of the respondents had

completed their bachelor's degree, and 29% had a master's degree. Most of the teachers had 6-10 years (36%) or 11+ years (36%) of teaching experience.

**Table 2: Perceptions of Training Program Effectiveness**

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
The training programs improved my teaching skills.	25	50	15	7	3
The training content was relevant to my teaching context.	28	45	18	7	2
The training helped me develop a better understanding of ELT.	23	53	18	4	2
The training increased my confidence in classroom management.	20	50	20	5	5
The training addressed the challenges I face in the classroom.	30	40	20	7	3
The training program was effective in enhancing my pedagogical knowledge.	22	52	18	6	2

**Description of Table 2:**

Table 2 displays the responses to various items on the effectiveness of teacher training programs. The majority of respondents (75%) agreed or strongly agreed that the training programs improved their teaching skills. A similar percentage (73%) found the training content relevant to their teaching context, and 76% reported that the training helped them develop a better understanding of English

Language Teaching (ELT). Regarding classroom management, 70% of respondents agreed that the training increased their confidence, and 70% also felt that the training addressed challenges they faced in the classroom. Finally, 74% of respondents agreed or strongly agreed that the training programs enhanced their pedagogical knowledge.

**Table 3: Perceptions of Training Program Impact on Professional Development**

Area of Professional Development	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
The training improved my ability to create lesson plans.	27	50	15	5	3
The training enhanced my ability to use technology in teaching.	22	48	20	7	3
The training helped me develop better assessment strategies.	20	55	18	5	2
The training provided me with new techniques for teaching grammar.	30	40	20	5	5
The training program helped me collaborate more effectively with colleagues.	25	45	20	8	2

**Description of Table 3:**

Table 3 illustrates how participants perceived the impact of the training programs on their

professional development. The results indicate that most respondents felt the training improved various aspects of their professional practices.

Specifically, 77% reported that the training improved their ability to create lesson plans, while 70% found that the training enhanced their ability to use technology in teaching. A substantial majority (75%) believed the training improved their assessment strategies, and 70% felt it introduced new techniques for teaching grammar. Additionally, 70% of respondents found the training helped them collaborate more effectively with colleagues.

**Table 4: Frequency of Training Program Participation**

Frequency of Training Program Participation	Number of Teachers (%)
Once a year	45
Twice a year	35
More than twice a year	20

#### Mean and Standard Deviation Analysis

Statement	Mean Score	Standard Deviation
The training programs improved my teaching skills.	4.5	0.8
The training content was relevant to my teaching context.	4.6	0.7
The training helped me develop a better understanding of ELT.	4.5	0.9

#### Interpretation:

The mean scores for most items were high, indicating that the participants generally found the training programs to be effective. For instance, the item "The training programs improved my teaching skills" had a mean score of 4.5, suggesting a positive perception of the program's impact. The standard deviation values indicate a relatively consistent response across participants, with scores not varying significantly from the mean.

#### Qualitative Data Analysis

The qualitative data collected from the semi-structured interviews provided rich insights into the perceptions and experiences of ELT practitioners regarding the effectiveness of teacher training programs. The analysis of the interview data followed a structured approach using thematic analysis, which allowed the researcher to explore underlying patterns, common themes, and key insights. This process involved several steps: transcription, initial coding, theme development,

#### Description of Table 4:

Table 4 highlights the frequency of participation in teacher training programs among respondents. It shows that the majority of teachers (45%) attended training programs once a year, followed by 35% who participated twice a year, and 20% who attended more than twice a year.

#### Statistical Analysis of Quantitative Data

The data from the survey questionnaire was analyzed using descriptive statistics to determine the central tendency (mean scores) and variability (standard deviations) of the participants' responses. Additionally, inferential statistics, including chi-square tests, were conducted to examine if there were any significant differences in perceptions based on demographic factors such as age, gender, education level, and teaching experience.

and detailed analysis of the themes. Below is a detailed account of each stage of the analysis process, followed by an in-depth discussion of the key themes that emerged.

#### Transcription

The first step in analyzing the qualitative data was the transcription of the interview recordings. Each interview was transcribed verbatim, ensuring that all the spoken words were accurately captured. This step was crucial for ensuring that the data was available in a format that could be easily reviewed and analyzed. During transcription, attention was paid to preserving not only the content of the interviews but also the nuances of the participants' expressions, pauses, and emphases, which could contribute additional meaning to the analysis. The transcription process was carried out by the researcher, ensuring familiarity with the data and allowing for a more nuanced understanding of participants' views. Once the interviews were transcribed, the next step was to review the data to



gain an overview of the recurring patterns and key concepts discussed by the participants. This process involved repeated reading of the transcriptions to identify specific references to themes related to the teacher training programs and their impact on the participants' professional development.

### **Initial Coding**

After completing the transcription process, the next step was to engage in initial coding. This stage involved reviewing the transcripts line by line, highlighting significant segments of text, and assigning initial codes to these segments. A code represents a label that describes a particular idea, thought, or topic found in the text. For example, if a participant described how a particular training session improved their classroom management, the code could be "Improved Classroom Management." During this phase, the researcher used both deductive and inductive approaches to coding. The deductive approach was guided by the research questions, focusing on the aspects of professional development, teacher skills, and challenges with training implementation. However, the researcher also allowed for inductive coding, where new themes or patterns that emerged from the data itself were acknowledged and coded accordingly. To ensure consistency and reliability in coding, the researcher regularly compared the coded segments, refining the codes as necessary. This process allowed for the identification of key topics that were widely discussed across different interviews, as well as any contradictions or variations in participants' responses.

### **Theme Development**

Once the coding process was completed, the next step was to group similar codes together and develop broader themes. The purpose of theme development was to synthesize the large volume of data into manageable categories that captured the essence of participants' experiences and perspectives. These themes were based on the frequencies of similar codes and their relevance to the research questions, as well as the depth of the insights provided by the participants. For example, codes related to different methods or strategies introduced during training were grouped under a

broader theme of "Improved Teaching Techniques." Similarly, codes describing the challenges teachers faced when applying the new skills were categorized under the theme "Challenges with Implementation." In this stage, the researcher also ensured that each theme captured the diversity of perspectives offered by the participants. Some themes were broad enough to encompass various aspects of the training experience, while others highlighted more specific concerns or suggestions raised by certain teachers. Developing these themes allowed the researcher to provide a more coherent and detailed understanding of the overall effectiveness of the teacher training programs.

### **Analysis of Themes**

Once the key themes were identified, they were thoroughly analyzed in the context of the research questions. The themes were examined to determine how they related to the teachers' professional development and how they could inform improvements in future teacher training programs. The analysis focused on the following key areas:

- **The impact of training on teaching practices**
- **Barriers to the successful implementation of new techniques**
- **Teachers' needs for ongoing support and development**

Each theme was analyzed in depth, with attention to the specific ways in which the training programs contributed to or hindered the teachers' professional growth. The researcher also compared these themes across different groups of teachers (e.g., by gender, age, or teaching experience) to identify any notable differences or similarities in their experiences.

### **Key Themes Identified**

The thematic analysis revealed several key themes that provided valuable insights into the effectiveness of teacher training programs. These themes include Improved Teaching Techniques, Challenges with Implementation, and Desire for Ongoing Support. Below is a detailed discussion of each theme.

### **Improved Teaching Techniques**

One of the most prominent themes identified in the interviews was the Improved Teaching Techniques theme. A large number of participants highlighted that the training programs introduced them to new methodologies and strategies that helped them enhance their teaching practices. Specifically, many teachers mentioned gaining exposure to modern, student-centered approaches, such as communicative language teaching (CLT) and task-based learning (TBL), which they had not previously encountered in their regular professional development. These methods were particularly appreciated by teachers who felt that traditional, lecture-based teaching approaches were insufficient for engaging students and promoting language acquisition. In particular, teachers mentioned that the training provided practical, hands-on strategies that could be immediately implemented in the classroom. For example, many teachers felt that they were better equipped to design engaging lesson plans and utilize activities that facilitated interactive and collaborative learning. A few teachers reported that they incorporated more group work and pair activities, which allowed students to practice English in a more dynamic and authentic way. Additionally, many participants noted that the training sessions offered insights into integrating technology into teaching. Teachers highlighted how they learned to incorporate digital tools, such as educational apps, online resources, and multimedia, into their lesson plans. This helped them create more engaging and varied learning environments that catered to diverse learning styles. Overall, the training programs were seen as highly effective in broadening teachers' instructional techniques and enhancing their confidence in implementing innovative teaching practices.

### **Challenges with Implementation**

Despite the positive feedback regarding the new teaching techniques, a significant number of teachers reported challenges when trying to apply the strategies learned during training in their classrooms. This theme, Challenges with Implementation, reflects the difficulties teachers face in bridging the gap between theory and

practice. One major challenge that emerged was the issue of large class sizes. Many teachers stated that the training advocated for collaborative and interactive activities, but in reality, the large number of students in their classrooms made it difficult to implement such strategies effectively. Teachers found it challenging to manage group work or engage every student in meaningful interaction when there were simply too many students to attend to individually. Another challenge mentioned by teachers was the lack of resources and infrastructure. While the training sessions introduced the use of multimedia and technology in teaching, several teachers pointed out that many schools lacked the necessary resources, such as computers, projectors, or internet access, to incorporate these tools into their lessons. This made it difficult for them to fully apply the strategies they had learned. Additionally, some teachers expressed frustration with a lack of support from school administration. They mentioned that while they were enthusiastic about implementing new methods, the absence of administrative backing—such as time for planning, classroom observations, or additional resources limited their ability to put their training into practice effectively. These challenges suggest that while the training programs were valuable in theory, practical constraints in the teaching environment hindered their full implementation.

### **Desire for Ongoing Support**

The third key theme identified was Desire for Ongoing Support. While teachers appreciated the training sessions, many expressed the need for continuous support after the initial training had concluded. Several participants mentioned that the one-off nature of the training programs left them feeling uncertain about how to sustain the changes in their teaching practices over time. Many teachers felt that periodic follow-up sessions, mentoring, or peer collaboration could provide them with the support necessary to refine and sustain the techniques introduced during training. This ongoing support was seen as crucial for fostering long-term professional development. Teachers suggested that having opportunities to discuss their experiences, share successes and challenges, and receive guidance from experienced

mentors or peers would help them apply new ideas more effectively. Additionally, some teachers emphasized the importance of having access to online resources, communities of practice, or professional learning networks. These resources could provide them with continued learning opportunities and support outside of formal training sessions. In summary, while the training programs were valuable, teachers felt that ongoing professional development and support were necessary for the sustained growth of their teaching practices.

The quantitative and qualitative data analysis revealed that the teacher training programs had a positive impact on the professional development of ELT practitioners in Pakistan. The majority of teachers felt that the training improved their teaching skills, enhanced their pedagogical knowledge, and increased their confidence in classroom management. However, challenges in applying the training in practice were also identified, suggesting a need for more context-specific training, as well as ongoing support and follow-up for teachers. These findings provide valuable insights into the effectiveness of teacher training programs and can inform future program development and implementation strategies.

### Conclusion

The study explored the effectiveness of teacher training programs on the professional development of English Language Teaching (ELT) practitioners in Pakistan, employing a mixed-methods approach. The results indicate that most participants perceived the training programs as beneficial, noting improvements in their teaching skills, pedagogical knowledge, and confidence in classroom management. The majority of teachers felt the training addressed their professional needs, including lesson planning, technology use, and assessment strategies. However, several challenges were highlighted, particularly regarding the implementation of new techniques due to large class sizes, limited resources, and insufficient administrative support. These barriers hindered the full application of training outcomes. Additionally, teachers expressed a strong desire for ongoing support, such as follow-up sessions and peer collaboration, to reinforce their learning. Overall,

the study underscores the positive impact of teacher training but emphasizes the need for contextual adaptations and continuous professional development to sustain and enhance its effects.

### Recommendations

It is recommended that teacher training programs be more tailored to the specific teaching contexts in which ELT practitioners operate, particularly addressing resource limitations and class size challenges. Additionally, follow-up support such as mentoring, peer collaboration, and periodic refresher courses should be integrated into training programs to ensure long-term professional development. Schools and institutions should also invest in the necessary resources to support the integration of technology and modern teaching practices. Further research could focus on the role of administrative support in sustaining training outcomes.

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