



Exploring the Effectiveness of In-Service Training Programs for Enhancing Teaching Skills of ESL Teachers at Higher Education Level: Teachers' Perceptions and Experiences

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ABSTRACT

This research examines the impact of in-service training programs on the teaching practices of ESL instructors at the higher education level. Employing a qualitative data analysis approach, data from surveys and insights from in-person interviews were combined to generate the study's findings. A random sample of forty ESL teachers from various regions of Punjab, Pakistan, was selected, with ten teachers from Lahore participating in interviews following the completion of online surveys. Thematic Analysis was performed on the data, offering a comprehensive understanding of the teachers' overall perceptions. The findings of this study contribute to the existing knowledge on the effectiveness of in-service training programs for ESL instructors in the higher education context. The qualitative analysis provides an overview of the sample's general perceptions, delves into the intricacies and specific experiences of the instructors. These research findings have implications for ESL education policy and teacher professional development programs. They will inform educational institutions and policymakers about the effectiveness of in-service training programs and highlight areas for improvement.



Introduction

The field of English language instruction has grown in importance and is now recognized as one deserving of ongoing research and development. Since the turn of the 21st century, there has been a lot of focus on the importance of teacher training in the English as a foreign language (EFL) environment. Teachers can learn the fundamental pedagogical skills they need to teach their students in any high-quality professional development program. The cultivation of well-prepared educators relies heavily on teacher training programs.

When people in a country have access to high-quality education, their personal, professional, and academic lives all improve. Many things work together to accomplish the ultimate aim, and the teacher is just one of them. According to Arslan (2015), it is necessary in place of linguistic competence. Therefore, upper management has conducted a rigorous analysis of the efficacy of these in-service training initiatives. Even if this is a universal truth, Zein (2017) argued that teachers have the power to influence their students' way of thinking by encouraging critical inquiry in the classroom. A teacher is a pivotal figure in shaping the future of a community. Many educators across the country are doing important work. It has been noted that the current educational infrastructure is inadequate. The point of learning English is to leave a lasting impression on future trainers and their students. Teachers are the primary target audience for in-service

training, but the same emphasis is eventually transferred to the students who will benefit from the program's societal effects.

It's not only an issue of ignorance. However, the biggest issue is teachers who are unqualified, poorly paid, and without proper training. In the past, neither the availability of teaching curricula nor the need of proving the educational system was given any consideration in Asian countries. After the 1920s, the field of education received some attention, and new policies were implemented. Teachers today are equipped with a wide range of techniques and methods. Teachers can improve their practice and the quality of their students' education by participating in ongoing professional development programs (Khan & Haseeb, 2017). In recent years, the field of English as a Second Language (ESL) education in Pakistan has witnessed a growing emphasis on professional development and continuous improvement of teaching practices. In-service training programs have emerged as a key mechanism to enhance the skills and knowledge of ESL instructors, enabling them to meet the diverse needs of language learners effectively. Understanding the impact of such training programs on teaching practices is crucial for promoting excellence in ESL education. This study delves into the perceptions of ESL instructors in Punjab, Pakistan, regarding the influence of in-service training programs on their teaching practices.

Pakistan, with its linguistic and cultural diversity, presents unique challenges and opportunities in ESL education. ESL instructors encounter a wide range of language proficiency levels and learning styles among students, requiring adaptive and innovative teaching approaches. In-service training programs have become an integral part of the professional development landscape, aimed at empowering teachers with new strategies, resources, and pedagogical insights.

Despite the increasing popularity of in-service training programs in Punjab, there is limited empirical research on their actual impact on ESL instructors' teaching practices. Most studies in this context have focused on program design and participant satisfaction rather than examining the tangible outcomes of these training initiatives. As such, there is a significant knowledge gap regarding the specific ways in which in-service training influences teaching practices and ultimately contributes to improved learning outcomes for ESL students.

Problem Statement

In-service educators are currently participating in training programs designed to improve their abilities in light of prior studies. The study's overarching goal is to ascertain the current state of in-service training programs and their impact on students in the classroom. Although the government has invested heavily in teacher development through various training programs, many of these efforts have gone unnoticed. This research is a step towards assessing similar teacher preparation initiatives. The study's overarching goal is to examine how effective training programs for current educators are in measuring student growth.

Aim Of The Research

- To investigate the impact of in-service teacher training program on the knowledge and professional capabilities of ESL teachers.
- To evaluate the relevance of in-service teacher training program for the ESL classroom context.
- To explore the issues and challenges faced by ESL teachers in implementing the skills and knowledge gained through training in their classroom practice.

Research Questions

Q1. What do English language teachers learn through in-service teacher training program in relation to teaching skills?

Q2. What impact do English language teachers observe on their understanding and professional expertise of the in-service teacher training program?

Q3. How do ESL teachers assess and evaluate the relevance of in-service teacher training program for real life classroom settings?

Q4. What challenges do the ESL teachers face to implement in their classroom practice the new skills and knowledge gained through training

Literature Review

As English becomes more widely used around the world, there will be increasing expectations on EFL educators. Therefore, a higher degree of professionalism is required in EFL classrooms (Richard, 2008). Educators could be able to get closer to this ideal state of professionalism if more in-service training opportunities were available to them. It has been suggested that in-service training programs can do much to improve teachers' abilities and overcome many of the challenges they face in this regard (Lee, 2007; Hammadou, 2004). Given the importance of their function in the classroom, teachers' preparedness must ultimately benefit their students.

It was widely held in the early 20th century that education was an art form and that good educators were born rather than made. Some authors used this reasoning to argue that very little formal education or preparation was necessary for a career teaching a foreign language (Schulz, 2000). Many of the earliest authors, like Constantino (1994), adopted this negative view of in-service teacher training after discovering that most instructors did not find in-service training programs in teaching English to be very beneficial.

In-service educators could use a quick training session right now. Only well-prepared educators are yielding positive results. Trained educators are different from their untrained counterparts. These days, pre-service and in-service teachers alike can benefit from these training programs. Classroom management, lesson preparation, organizational service, strategy development, curriculum implementation, teaching methodology, and many other topics are covered in their training sessions. This means that in order to get good results from students, teachers need to have all of these qualities (Arslan, 2015). According to Khan and Haseeb (2017), it is challenging to identify teachers' aims in a world with so many different cultural norms and worldviews. The teacher's educational process has three foci, or points of reference, according to Al-Rodzalan and Saat (2012): the student, the person, and the nation. In the grand scheme of things, moral and material convictions are equally potent in shaping the trajectory and character of human societies. Canado (2016) argues that a teacher's role in the classroom is to help students turn their negative emotions and experiences into positive ones by helping them acquire the knowledge, skills, and confidence they need to solve problems using both their rational and emotional reasoning. Only good educators can truly transform a country. According to Zein (2017), instructors should be trained so that students can become "master builders" who can make the most of the resources available to them. According to Nawab (2017), there is a chance of attaining outcomes that are fair enough if a qualified teacher is necessary. Moodley (2013) claims that training sessions are constantly in demand, regardless of whether or not the institutions that will host them are prepared with the appropriate materials (curriculum, classrooms, student seating arrangements, laboratories, and buildings, etc.). If the instructor does not appreciate his or her role as an educator, the classroom setting will be ineffective and wasteful. Teachers in Karachi and Lahore reportedly received formal training thanks to a program designed by Haider and Ali (2012). Savolainen et al. (2012) states that teachers can better educate students if they focus on developing the skills they've been endorsed to teach. Aziz and Akhtar (2014) argue that education is something that continues on throughout one's entire existence. With the help of in-service training, educators can continue to grow professionally over the course of their careers. According to Khattak et al. (2011), even teachers already in the classroom could benefit from further professional education. In-service training programs for educators are needed badly, according to Rehman (2011). Many popular textbooks, articles, and research papers support the claim made by Polat and Mahalingappa (2013) that professional education for professional instructors is of utmost importance. In reality, educators are the driving force behind progress in the classroom. According to Liu and Kkeinsasser (2015), the goal of trainings like these is to help educators advance in their careers by improving not only their individual expertise but also the overall quality of their classroom instruction. Only via meticulously organized classroom instruction can this be possible. Researchers are attempting to study educators' skills with these considerations in mind. A training session should be planned to help teachers transition into their new roles. According to Zein (2016), qualified in-service teachers are in great need of these training sessions created for them. These sessions provide qualified teachers with opportunities to participate in a variety of activities and to become a part of a community of like-minded professionals. Because of this shift in circumstances, he or she will no doubt benefit from exposure to novel approaches, pursuits, and techniques. This is helpful for new teachers to get up to speed on the novae points, and it works well. Since the learning process and body of knowledge are expanding at a dizzying rate, Azam et al. (2014) argue that a single training session cannot possibly prepare an in-service teacher for their whole career. A series of training sessions should be done at regular intervals to improve their competence in the workplace. The competence of the teacher is crucial, claims Tzivinikou (2015).

The pursuit of enhancing the quality of education through teachers' professional development has perennially remained a focal point of concern, particularly within the context of the British model of post-academic training programs in the early decades (Shaukat & Chowdhury, 2020). During the mid-1990s, the Asian Development Bank embarked on a seminal endeavor by establishing the Provincial Institutes for Teachers Education (PITEs) as part of the Training Project (1992 to 2000).

Functioning as a collaborative entity with provincial departments of education, the PITEs aspired to be the preeminent institutions for teacher training, replacing the Bureaus of Curriculum and Education in their respective regions. However, due to certain ambiguities in policy, these institutions inadvertently found themselves vying for limited resources, leading to competition rather than cooperation (Singh, Rind & Sabur, 2020).

Consequently, the landscape of teacher education witnessed the establishment of approximately 380 Teacher Resource Centres (TRCs) in high schools across Tehsils and districts. These centers sought to bolster teacher capabilities through knowledge enrichment and skill development. While the provinces of Punjab and Sindh were the primary beneficiaries, the provinces of Baluchistan and Khyber Pakhtunkhwa (KPK) also experienced the advent of a few TRCs (Singh, Rind & Sabur, 2020).

This is the only way for institutions to accomplish their goals. Teachers who are qualified and have had the appropriate training to impart information effectively are needed.

Methodology

This study employed a qualitative research design to explore the influence of in-service training programs on the teaching practices of ESL instructors in Punjab, Pakistan. Qualitative methods were chosen to gain in-depth insights into the teachers' perceptions and experiences.

Participants

A random sample of forty ESL teachers from various regions of Punjab, Pakistan, was selected to participate in the study. The selection process ensured representation from different geographical areas to capture diverse perspectives. Out of the total sample, ten teachers from Lahore were further selected for interviews following the completion of online surveys. The participants were chosen based on their availability and willingness to participate in the study.

Data Collection

The data collection process involved two stages: online surveys and interviews.

a. Online Surveys

The participants were provided with an online survey questionnaire that included questions related to their experiences with in-service training programs and the perceived impact on their teaching practices. The survey was administered using a secure online platform, ensuring anonymity and confidentiality of the participants' responses. The survey responses were collected and stored for further analysis.

b. Interviews

Following the completion of online surveys, ten teachers from Lahore were selected for in-depth interviews. The purpose of the interviews was to gather richer and more detailed information about the teachers' perceptions and experiences regarding the influence of in-service training programs on their teaching practices. The interviews were conducted either in person or through video conferencing, based on the participants' preferences. The interviews were audio-recorded with the participants' consent and later transcribed for analysis.

Data Analysis

The qualitative analysis of the survey data and interview transcripts was conducted using a thematic analysis approach. Themes were generated to identify patterns, commonalities, and variations in the teachers' perceptions regarding the impact of in-service training programs. The analysis involved a systematic process of coding and categorization to identify key themes and sub-themes. The themes were derived from the data and validated through multiple readings and discussions among the research team.

The interviews were taped and later transcriptions were done. Following text transcription, the data was processed and analyzed to produce themes and build a narrative (Creswell, 2007). A six phase thematic framework was employed for the examination of themes. The process involves becoming familiar with the text data, creating codes by segmenting and labeling the text data, using those codes to create themes, refining themes, labeling themes, and building the report (Braun & Clarke 2006). Additionally, the direct quotations have been given the codes T1, T2, and T3 to ensure anonymity.

Results & Discussion

In-service teacher training programs play a critical role in the professional development of ESL teachers. The respondents highlighted the importance of continuous learning and growth, enhancing teaching skills, and staying updated with research and best practices. These programs provide opportunities for teachers to expand their knowledge and refine their instructional practices, leading to improved learning experiences for students. The benefits of in-service training programs extend beyond individual teachers, as they contribute to the overall enhancement of the teaching profession.

In the ever-evolving landscape of education, the role of teachers as catalysts for student growth and development has never been more crucial. As educational methodologies, technologies, and student demographics continue to evolve, the need for continuous professional development for educators becomes evident. In-service teacher training programs have emerged as a cornerstone in the quest to empower educators with the knowledge and skills necessary to meet the diverse needs of modern learners. The following themes were generated from the interviews conducted for this research:

- Importance and Benefits of In-Service Teacher Training Programs

- Advantages of In-Service Training for ESL Teachers
- Impact on Teaching Methodologies
- Effect on Receptive Skills (Listening and Reading) Instruction
- Effect on Productive Skills (Writing and Speaking) Instruction
- Influence on Pedagogical Skills and Student Learning
- Evaluation of In-Service Training Programs
- Challenges and Recommendations for In-Service Training Programs

In response to research question 1 “What do English language teachers learn through in-service teacher training programs in relation to teaching skills?” The teachers responded with very deep insights discussing their experiences. T1 responded as: *“One of the major advantages of in-service training programs for English Language teachers is the opportunity to enhance our understanding of language acquisition theories and apply them in our classrooms. These programs also help us explore new resources, technologies, and instructional approaches that can make our English language teaching more engaging and effective.”*

The discussed themes of "Advantages of In-Service Training for ESL Teachers" and "Impact on Teaching Methodologies" are relevant to this question. These themes highlight that in-service training programs equip English language teachers with a range of teaching skills, such as student-centered approaches, active learning strategies, and the integration of technology. Teachers gain knowledge about effective instructional practices, pedagogical strategies, and the importance of creating engaging learning environments. T2 said: *“The practical workshops, demonstrations, and hands-on activities enable us to implement new techniques and adapt our teaching methods to meet the diverse needs of our students.”* Thus, in-service training programs enable English language teachers to enhance their teaching skills and provide high-quality education to their students. Kavak et al. (2012) conducted a study in a similar educational setting to investigate the impact of an in-service training program on participating teachers. The researchers utilized qualitative and quantitative research methods to gather comprehensive data on participants' experiences and perspectives. The results of the study revealed a generally positive response from the teachers who took part in the in-service training program. Participants reported high levels of satisfaction, indicating that the program met their expectations and needs in terms of professional development. This positive perception is essential as it signifies the program's potential effectiveness in improving instructional practices and promoting teacher growth.

The advantages of in-service training programs for ESL teachers are evident from the respondents' perspectives. They emphasized that these programs enhance language teaching techniques, enable the development of effective instructional strategies, and incorporate authentic resources. Additionally, the training programs improve language proficiency and cultural understanding, which are crucial for creating meaningful and engaging learning experiences. T3 added *“These programs provide insights into different pedagogical approaches and encourage us to experiment with innovative techniques such as using authentic materials, integrating technology, and implementing project-based learning. By expanding our repertoire of teaching methods and styles, we can better cater to the diverse learning needs of our ESL students and create a more inclusive and effective classroom environment.”* By equipping ESL teachers with the necessary knowledge and skills, in-service training programs empower them to deliver high-quality education to their students.

In-service training programs have a significant impact on teaching methodologies. The respondents highlighted a shift towards student-centered approaches, such as active learning and critical thinking skills. They also emphasized the integration of technology and authentic language practice. These findings align with current best practices in language teaching, as teachers are encouraged to create interactive and engaging learning environments that foster communication, collaboration, and creativity. Prichard and Woollard's (2010) study offers a focused and significant contribution to the field of in-service teacher training. Their findings highlight the importance of context-based training, learner autonomy, and continuous feedback to enhance the effectiveness of professional development initiatives. Incorporating these elements in in-service training programs can elevate the quality of teaching, promote a culture of ongoing learning, and ultimately lead to improved student achievement. As education continues to evolve, these insights remain fundamental in shaping effective teacher training strategies that cater to the dynamic needs of the education community. The training programs equip ESL teachers with the necessary tools and strategies to implement research-based instructional practices effectively.

In response to research question 2 “What impact do English language teachers observe on their understanding and professional expertise of the in-service teacher training program?” the teachers added that these trainings helped them to teach in an improved method. T4 responded as: *“During the training, I*

learned various strategies and techniques to enhance teaching receptive skills such as listening and reading. I gained insights into creating authentic and engaging listening activities, developing pre- and post-listening tasks, and incorporating visual aids and multimedia resources. Additionally, I learned effective approaches for improving reading comprehension, such as using graphic organizers, active reading strategies, and promoting critical thinking skills."

The themes of "Impact on Pedagogical Skills and Student Learning" and "Influence on Pedagogical Skills and Student Learning" address the impact of in-service training programs on teachers' understanding and professional expertise. These themes highlight that teachers experience positive changes in their pedagogical skills, including increased confidence, competence, and reflective teaching practices. They also recognize the influence of their training on student learning outcomes, such as addressing diverse student needs and creating inclusive learning environments. T5 responded by saying: *"The training has made a substantial difference in my pedagogical skills. I have developed a more student-centered approach, integrating interactive and experiential learning activities into my instruction. I am better equipped to address diverse learning needs and provide meaningful feedback to students. The training has expanded my repertoire of teaching strategies and enhanced my ability to create engaging and inclusive learning environments."*

Therefore, English language teachers observe a positive impact on their understanding, professional expertise, and overall teaching effectiveness as a result of participating in in-service training programs.

The alignment of these findings with Amara's (2020) research reinforces the importance of ongoing professional development for language educators. By prioritizing targeted and evidence-based in-service training in listening and reading instruction, educational institutions can foster improved language proficiency and academic success among students. As language teaching practices continue to evolve, continued research and implementation of effective training strategies will contribute to a more enriched and impactful learning experience for language learners worldwide. They emphasized the importance of engaging listening activities and providing comprehension questions to develop students' listening skills. Similarly, for reading instruction, the respondents highlighted the significance of pre-reading activities, vocabulary building, and the utilization of comprehension strategies. T3 criticized her own way of teaching before this training and said: *"Prior to the training, my teaching of receptive skills was more traditional. I often used pre-made listening and reading comprehension exercises without much differentiation. My instruction was less interactive, and I focused more on checking comprehension rather than actively engaging students in meaningful tasks related to the listening or reading materials."* These findings indicate that in-service training programs equip ESL teachers with a diverse range of instructional strategies to enhance students' receptive skills and promote active engagement with language materials.

In-service training programs also have a notable effect on teaching productive skills, specifically writing and speaking. The respondents highlighted the importance of promoting fluency and accuracy in speaking through interactive activities, such as role-plays and discussions. They also emphasized guiding students through the writing process, including pre-writing activities and teaching different writing genres. The research findings of Arifani et al. (2019) further solidify the importance of implementing evidence-based practices in language instruction. By prioritizing creativity and individual expression, educators can nurture students' language abilities while also fostering their personal and cognitive growth. Continued research and implementation of these strategies will undoubtedly contribute to a more enriched and impactful language learning experience for ESL students worldwide.

Participation in in-service training programs positively influences pedagogical skills and student learning outcomes. The respondents shared their experiences of improved pedagogical skills, including increased confidence and competence, and reflective teaching practices. They also highlighted the impact of trained teachers on student learning, noting the ability to address diverse student needs and create inclusive learning environments. The research conducted by Mahmoudi et al. (2021) adds to the body of evidence supporting the significance of in-service training programs in language education. Their findings align with previous research, highlighting the positive impact of these programs on teaching effectiveness and positive student outcomes. As educational practices continue to evolve, ongoing research and investment in professional development will be crucial in fostering a thriving learning environment and achieving positive educational outcomes for students.

In response to research question 3 "How do ESL teachers assess and evaluate the relevance of in-service teacher training programs for real-life classroom settings?" the teachers discussed the methods of their evaluations. T7 responded as: *"Trained teachers are generally more equipped to meet the objectives of the lessons compared to untrained teachers. The training equips teachers with a deep understanding of instructional strategies, assessment techniques, and effective classroom management. Trained teachers are*

better able to plan lessons aligned with learning objectives, differentiate instruction, and adapt their teaching methods to cater to diverse student needs."

The theme of "Evaluation of In-Service Training Programs" directly addresses this research question. The theme highlights the importance of evaluating the relevance and quality of instructional materials, the incorporation of technology, and the level of institutional support. ESL teachers assess the relevance of training programs by considering the alignment of materials with their specific needs and contexts. They evaluate the effectiveness of training in preparing them for real-life classroom settings, such as the practical application of strategies and the usability of instructional materials. T8 said: *"While trained teachers generally have an advantage in meeting lesson objectives, it is important to note that effectiveness also depends on individual teacher competence and experience. Training equips teachers with the necessary knowledge and skills, but a combination of training, experience, and ongoing professional development contributes to meeting lesson objectives effectively."* By assessing these factors, ESL teachers can determine the extent to which the in-service training program meets their needs and contributes to their teaching practice.

The meticulous evaluation of in-service training programs is pivotal in fostering proficient and empowered educators and positively influencing student outcomes. By prioritizing the relevance and quality of instructional materials, seamless integration of technology, and alignment with training objectives, institutions can optimize the impact of teacher professional development. The shared viewpoint among respondents and Kocabaş et al. (2021) emphasizes the universal understanding of the importance of robust evaluation criteria in shaping effective in-service training initiatives. Ultimately, this commitment to evidence-based evaluation facilitates continuous improvement in teacher practices, transforming the educational landscape and benefiting students' learning journeys. These findings underscore the need for well-designed and up-to-date materials that cater to the specific needs of ESL teachers and promote interactive and engaging learning experiences. Institutional support and resources, such as technology tools and access to relevant instructional materials, were identified as crucial factors influencing the effectiveness of in-service training programs. The findings suggest that providing adequate support and resources to teachers enhances their ability to apply the knowledge and skills gained from the training programs effectively in their classrooms. Ulla (2018) also stated that ESL teachers perform better when they are given proper training. These pedagogical elements make the teacher more focused and skillful.

In response to research question 4 'What challenges do ESL teachers face to implement the new skills and knowledge gained through training in their classroom practice?' the teachers discussed the challenges they faced during the implementation of their skills. T9 said: *"ESL teachers at the higher education level often face challenges such as addressing diverse language proficiency levels among students, balancing content instruction with language development, and promoting academic language skills. They may also encounter challenges related to designing effective assessments for language learning and integrating technology into language instruction."*

The theme of "Challenges and Recommendations for In-Service Training Programs" is directly related to this research question. The theme highlights the challenges faced by ESL teachers in implementing the new skills and knowledge gained through training. These challenges include addressing diverse language proficiency levels among students and finding a balance between content instruction and language development. T10 responded as: *"Specific challenges faced by ESL teachers at the higher education level include addressing the linguistic needs of a culturally and linguistically diverse student population, promoting academic language proficiency, facilitating meaningful interactions in the classroom, and integrating language and content instruction effectively."* ESL teachers may also face difficulties in adapting new strategies to their specific classroom contexts and integrating technology effectively. By recognizing these challenges, in-service training programs can be designed to provide ongoing support and follow-up sessions, enabling teachers to overcome obstacles and effectively implement the acquired skills and knowledge in their classrooms.

The challenges faced by ESL teachers at the higher education level were identified, including addressing diverse language proficiency levels and balancing content instruction with language development. However, that was contrary to observations by Uddin (2020) and Jacob et al. (2017) whereby training could not impact teachers learning due to a mismatch between the content and teachers' needs. The respondents provided recommendations to enhance the effectiveness of in-service training programs, such as tailoring the content to specific needs and contexts and providing ongoing support and follow-up sessions. These recommendations emphasize the importance of targeted and contextualized training programs that address the unique challenges faced by ESL teachers. Additionally, the findings highlight the need for continued professional development and support to sustain the impact of the training and foster ongoing growth and

improvement among ESL teachers.

Conclusion

In conclusion, the analysis of the identified themes provides valuable insights into the research questions regarding in-service teacher training programs for English language teachers. The themes discussed in relation to the research questions highlight the following key findings:

English language teachers learn a range of teaching skills through in-service teacher training programs, including pedagogical strategies, student-centered approaches, and the integration of technology. These programs equip teachers with the necessary knowledge and tools to enhance their teaching skills and provide high-quality education.

English language teachers observe a positive impact on their understanding and professional expertise as a result of participating in in-service teacher training programs. They experience improvements in their pedagogical skills, confidence, competence, and reflective teaching practices. Additionally, teachers recognize the influence of their training on student learning outcomes, such as addressing diverse student needs and creating inclusive learning environments.

ESL teachers assess and evaluate the relevance of in-service teacher training programs by considering the alignment of instructional materials with their specific needs and contexts. They evaluate the effectiveness of training in preparing them for real-life classroom settings and the practical application of strategies. This evaluation process helps teachers determine the extent to which the training program meets their needs and contributes to their teaching practice.

ESL teachers face challenges in implementing the new skills and knowledge gained through training in their classroom practice. These challenges include addressing diverse language proficiency levels among students, finding a balance between content instruction and language development, adapting strategies to specific classroom contexts, and effectively integrating technology. The identification of these challenges emphasizes the need for ongoing support, follow-up sessions, and tailored training programs to help teachers overcome obstacles and effectively implement the acquired skills and knowledge.

Overall, the findings highlight the importance and benefits of in-service teacher training programs for English language teachers. These programs play a significant role in enhancing teaching skills, improving pedagogical practices, and positively impacting student learning outcomes. Additionally, the evaluation of training programs, addressing challenges, and providing ongoing support are essential for ensuring the relevance and effectiveness of in-service training. By understanding these findings, stakeholders in the field of English language education can make informed decisions to enhance the design, implementation, and support systems of in-service teacher training programs, ultimately promoting the professional growth and development of ESL teachers and benefiting the students they serve.

Finally, teachers believe that the EFL in-service training program has been highly beneficial to their professional development as educators. It is important to highlight that one of the primary goals of EFL in-service training programs is to provide teachers with the most cutting-edge methods and tools for instructing their students. Policymakers should not just prioritize expanding in-service opportunities, but also improving their quality. For this reason, policymakers should consider the training environment alongside the curriculum being developed.

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