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Exploring Primary English Teachers' Perceptions and Classroom Application of In-service Training: A Qualitative Case Study

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Exploring Primary English Teachers' Perceptions and Classroom Application of In-service Training: A Qualitative Case Study

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Abstract

The current qualitative case study sought to investigate the impact of a three-day, six-hour in-service training programme on the perceptions and classroom practices of English teachers from a private primary school in Karachi, Pakistan. The sample size comprised six participants who were selected through purposive sampling based on predefined selection criteria. Data were gathered through 25- 30-minute semi-structured interviews and post-training classroom observations of each participant. Analysis of the data was done thematically. It was found that the teachers viewed the training as practical and applicable in their classrooms, that mentoring and administrative assistance are essential, and that the integration of learner-centred instructional approaches was possible despite the constraints in the classroom setting. In summary, the current qualitative case study provided specific information about the perceptions and utilization of in-service training programmes among teachers, and hence, is not meant to be generalized.

***Keywords*:** classroom practice, English teachers, in-service training, primary teacher, professional development, qualitative case study

Introduction

An In-service training programme refers to professional development programmes designed for teachers who are already employed in the education system. Unlike pre-service training, which prepares prospective teachers before they enter the profession, an in-service training programme aims to enhance the knowledge, pedagogical skills, and instructional techniques of practicing teachers. These programmes are regarded as essential components for educational reforms, especially in the developing world, such as Pakistan, where good-quality education is still a challenging issue (Qaisara & Haider, 2023). Several studies have highlighted the importance of in-service teacher training programmes in improving their

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effectiveness (Akuh, 2023; Qaisara & Haider, 2023; Saira & Hafeez, 2021). Akhtar et al. (2020) argued that through such training programmes, teachers are better equipped to plan and implement effective classroom practices. Usually, competent teachers are more efficient in terms of classroom management, lesson preparation, differentiated instruction, effective questioning techniques, and scaffolding (Akuh, 2023; Basma & Savage, 2023).

Several benefits associated with in-service teacher training have been reported. However, findings from Pakistan (Akhtar et al., 2020; Nasim et al., 2022; Qaisar & Haider, 2023) highlight concerns regarding the relationship between in-service training programmes and improving teaching methods. Even though numerous teachers were engaged in in-service programmes, they experienced difficulties in transferring newly acquired skills learned into classroom practice (Qaisara & Haider, 2023). Various scholars (Akuh, 2023; Saira & Hafeez, 2021) have noted the importance of contextualizing teacher training programmes. Nonetheless, various barriers exist when it comes to implementing modern teaching techniques, especially in English classes. Furthermore, the education system in Pakistan, particularly the private schooling sector, prioritizes development of infrastructure and administrative efficiency; teachers' professional development is given limited attention (Nasim et al., 2022). Such a lack of instructional leadership demotivates teachers and restricts their chances of development, consequently impacting the reputation of institutions (Akhtar et al., 2020). Against such concerns, the current study was conducted to explore the potential role of in-service training programmes designed for primary English teachers in Pakistan. Therefore, the current study attempted to contribute to the literature not only on the weaknesses but also on the reasons and a way forward for the existing training programmes.

Statement of the Problem

Teacher training is an organized process to improve knowledge, attitude, and teaching skills of the teachers (Nasim et al., 2022). However, despite considerable attempts to revamp teacher education in Pakistan, there seems to be sustained impact of in-service training programmes on classroom practice (Nasim et al., 2022). According to Qaisara and Haider (2023), there is limited evidence of sustained improvements in terms of the practical aspects of teaching due to the existing training practices. Although Hafeez

(2021) recognized that teacher education in Pakistan has made progress, he argued for improvement in quality by including ICT tools. Moreover, Mahara (2024) reported that there is limited empirical evidence regarding the contribution of in-service training programmes to their professional development. Qaisara and Haider (2023) identified a lack of effective training monitoring mechanisms. Finally, Akuh (2023) recommended teacher training to be aligned with the specific subject area to achieve its goals.

While many in-service training programmes have been initiated in Pakistan, especially at the primary level, very few studies have assessed the impact of such training on classroom activities in private primary schools. This concern is more relevant in the case of private schools, where there could be some differences in accountability and control systems compared to government-funded organizations. The aim of the current study was to investigate the perceptions of teachers regarding the implementation of strategies taught in in-service training in a private primary school located in Karachi.

Purpose and Scope of the Study

This study was aimed at examining teachers' experiences, perceptions, classroom practices, and challenges following an in-service training programme. In-service training programmes can be defined as continuous professional development programmes for teachers at various career stages, which help educators employ effective evidence-based strategies (Akuh, 2023). This research examined the opportunities provided through training and challenges encountered while implementing the strategies learned during the training within their classrooms. The expected contributions of this study are mentioned as follows:

- To provide evidence-based insights into the quality of existing training programmes, enabling informed decisions regarding teacher development policies and resource allocation.
- To support the development of pedagogical competencies and encourage reflective practices by identifying strategies and techniques that have proven valuable in classroom implementation.
- To inform the design and delivery of future in-service training programmes by using the findings from this study, thereby providing

contextual recommendations.

By addressing the experiences, classroom application, and challenges after an in-service training programme, the research aimed to bridge the gap between professional development and learner-centered classrooms. The research contributed to teaching quality in English language classrooms.

Research Questions

The current study aimed to answer the following research questions:

Q1. What are the English language teachers' opinions about the effectiveness of the in-service training programme conducted for them?

Q2. How did teachers describe and demonstrate the immediate classroom application of strategies introduced during the in-service training programme?

Q3. What challenges did the teachers face post-training in the implementation of the learned strategies?

Significance of the Study

An in-service training programme is a continuous process of professional development that can be undertaken at various stages of a teacher's career to enhance instructional practices and respond to emerging educational needs (Ventista & Brown, 2023). The significance of this research lies in investigating the effectiveness of in-service training programmes, specifically for English language teachers in primary English classrooms, where there is a lack of empirical evidence available. Despite the increasing number of in-service training programme initiatives conducted across schools, particularly in the private sector, little is known about their actual influence on teaching quality and classroom outcomes. The current research, therefore, aimed to fill this gap by providing context-specific insights that may guide educational stakeholders in designing and implementing more effective training models. By tackling the success of in-service training programme from numerous viewpoints, this study encouraged workable developments in teaching practices. Moreover, the study also contributed to wider efforts in education modification and quality development in the primary English classrooms.

Literature Review

In-service training is a term that refers to the different kinds of education

received by practicing teachers in order to develop their professional knowledge, teaching skills, and classroom competences. In other words, this notion stands for any kind of professional development organized for already working teachers (Hafeez, 2021). Contrary to pre-service training that is provided to people in preparation for joining the teaching profession, in-service training programmes serve the purpose of organizing educational opportunities for teachers that match new requirements for teaching in terms of curricula, technologies, and teaching methods. Since society, technology, and educational processes are constantly changing in the modern world, the basic training provided to future teachers is becoming insufficient due to the fast-paced dynamics (Akhtar et al., 2020). Thus, an in-service training programme can be considered as continuous professional development (Ventista & Brown, 2023).

Role and Benefits of In-service Training Programme

In-service training programme helps to improve teachers' pedagogical content knowledge, teaching techniques, and classroom management practices. This training is key in ensuring that teachers perform well while the academic success of the learners improves. Through an in-service training programme, teachers are enabled to build their confidence and develop effective teaching strategies. Additionally, according to Capello (2020), in-service training programme facilitates the lifelong learning process that helps teachers to cope with various changes in education. Although there are many benefits of in-service training programmes, studies indicate that there are instances where teachers are dissatisfied with the quality of the programme offered. For instance, research conducted in Punjab indicated that the training was focused on administrative participation but not on enhancing the pedagogical capabilities of the teachers (Mohammed et al., 2022).

Moreover, English teachers of the primary English classrooms should receive training on how to apply communicative teaching techniques, develop fluency, and use different strategies for engaging students (Saira & Hafeez, 2021). According to Pasalari et al. (2022) and Roca-Campos et al. (2021), organized in-service education conducted through schools is crucial in enabling collaborative efforts, mentorship, and reflections among teachers. Even though teacher professional development activities are available, their effectiveness is significantly reduced owing to the implementation of one-size-fits-all programmes, without considering the

language and teaching needs of English teachers.

Factors Contributing to Success or Failure

Various studies demonstrate that system-related factors affect the success of in-service teacher education. Such factors include financial constraints, absence of institutional support, inadequate follow-ups, as well as incongruity between training and classroom situations (Nasim et al., 2022). Sah (2022) discovered that at times, there is absolutely no change in the quality of teaching after in-service teacher education due to the lack of proper monitoring and implementation of the programmes. Furthermore, Capello (2020) and Saira and Hafeez (2021) pointed out that off-site trainings fail to address the contextual issues of schools. This underscores the importance of taking contextual considerations into account when conducting such training programmes.

The effectiveness of in-service training programme rests heavily upon its relevance, school-level support, teacher motivation, and evaluation after the programme has been completed (Basma & Savage, 2023). Similarly, as pointed out by Mahara (2024), practice-based training that involves lesson planning, observing classes, and co-teaching positively impacts teachers' self-efficacy. Sah (2022) and Kazmi et al. (2023) also emphasized that evaluation after the completion of the programme, and both administrative and teacher buy-in are required.

Gaps in Existing Literature

Even though there is a great deal of research that discusses in-service teacher professional development in different learning environments (Basma & Savage, 2023; Pasalari et al., 2022; Ventista & Brown, 2023), there is a shortage of research conducted on primary English teachers. Much of the research carried out in Pakistan has focused on teachers' perceptions regarding professional development and the effectiveness of such development programmes (Akhtar et al., 2020; Saira & Hafeez, 2021). In contrast, little research has been conducted regarding primary English teachers' immediate application of their newly developed skills post-training. This particular issue seems to be more visible in the private schools of Pakistan.

The existing literature indicates that although in-service training programmes have the potential to enhance teaching practices, the impact of such programmes is determined by the relevance of the training programme

and the support provided after training. For the English language teachers, there is a need for disciplinary, institutional, and sustained in-service training programmes. The current study attempted to bridge these research gaps by examining the impact of in-service training programmes on the classroom practices of primary English language teachers at a private school of Karachi.

Conceptual and Theoretical Framework

This research was based on the Practice-Based Professional Development (PBPD) model (Borko et al., 2010). This model is helpful in understanding how in-service training affects the classroom practices of primary English teachers. According to the PBPD model, professional development is a lifelong process whereby teachers learn from practice, reflection, feedback, adaptation, and collaboration. The in-service training programme occupies the core position in the PBPD framework and strives to improve the pedagogical competencies of teachers. In the context of the PBPD model, the in-service training programme plays the most important role in improving teachers' teaching skills. In the current study, there were two major components of the in-service training programme: (a) training content and (b) feedback and support. Training content included the principles of English language teaching, communicative language teaching, classroom management, and activity-based lesson planning. Moreover, the in-service training programme offered feedback and instructional support.

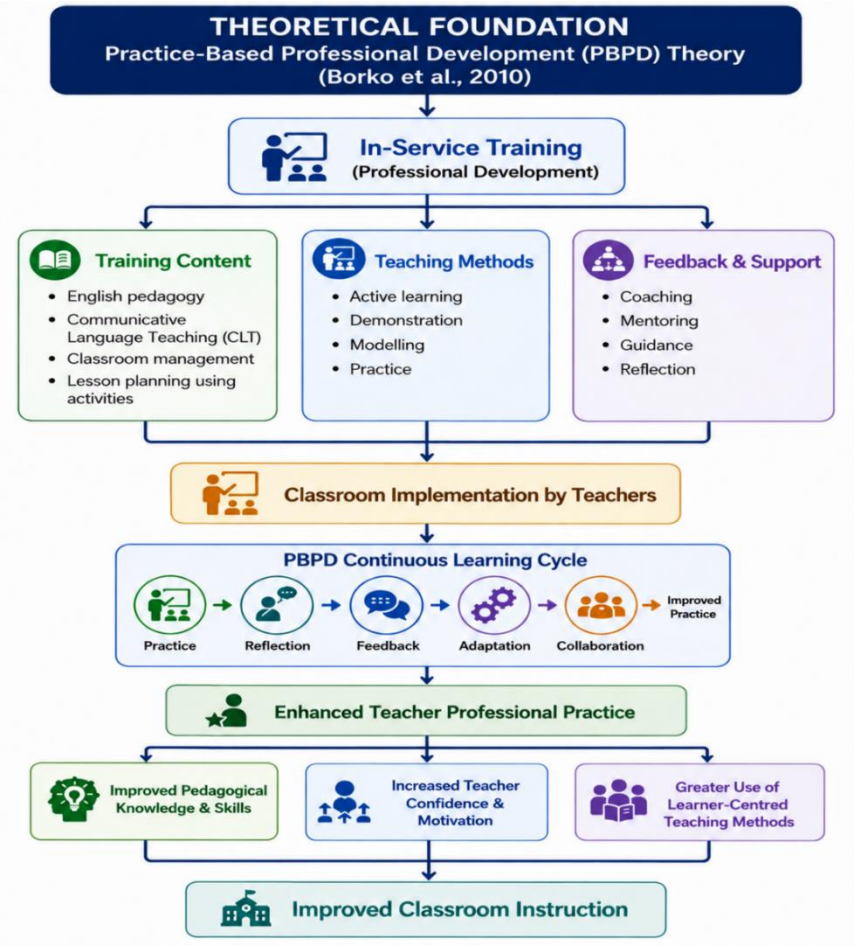
Once the training was completed, the new strategies were used by the teachers in their classrooms. As per the PBPD model, implementation is seen as a cycle consisting of practicing, reflecting, giving feedback, adapting, and collaborating. This cycle helps teachers become more confident and motivated to use learner-centered strategies in their classes. Factors that may influence the implementation of newly acquired practices are personal and contextual. Personal factors may include the qualification level of the teacher, their teaching experience, prior professional development experiences, beliefs, and motivation. Contextual factors may include support from the school, resources, and classroom setting.

The qualitative case study method was used for interpretivism since the study aimed at interpreting teachers' perceptions about their professional development experiences and application of the same in the classroom rather than measuring its impact quantitatively. The application of the PBPD

theoretical framework in this research served as an adequate framework to investigate how the training content, methodology, feedback, and support helped to improve teaching in the classroom environment.

Figure 1

Conceptual and Theoretical Framework Based on Practice-Based Professional Development (PBPD) Model (Borko et al., 2010)



Methodology

Research Design

The research utilized a qualitative case study design that focused on investigating the perceptions of primary English teachers regarding the in-

service training programme and the strategies used for instruction during the training. The bounded case involved one single three-day in-service training programme, which was carried out in a private primary school in Karachi. The sample comprised six primary English teachers. The case study design was appropriate for this study as it allowed for an in-depth examination of the perceptions and practices of the participants in their natural setting (Creswell & Creswell, 2023; Yin, 2018).

Participants

The current study employed purposive sampling, whereby participants who could provide rich and relevant information related to the research objectives were intentionally selected (Creswell & Creswell, 2023). Due to the explorative nature of this study, it was deemed that purposeful sampling was suitable. This is because the study aimed to get an in-depth understanding regarding the impact of the in-service training programme on teaching skills. Accordingly, six English teachers from a primary school (Grades 1–5) in Karachi were selected. The selection of six participants was guided by the principle of information richness rather than numerical representativeness. In qualitative case study research, a small, purposively selected sample enables the researcher to collect detailed, context-specific data from participants with direct experience of the phenomenon under investigation (Creswell & Poth, 2018). The inclusion of more participants could have reduced the depth of data analysis and exceeded the scope of the study. However, a smaller sample might not have captured sufficient variation in teachers' experiences across the primary grade levels.

The participants were deliberately chosen based on the inclusion criteria set for this study (Table 1). The inclusion criteria that the participants needed to fulfill included being English language teachers teaching Grades 1-5 in the selected private primary school in Karachi. Moreover, they should have at least two years of experience as a teacher, possess a BA/B.Ed degree, and have attended at least one in-service training programme organized by the selected school. It was imperative that the participants were part of the in-service training programme because the research focused on how the training affected the teaching practices of the teachers.

Purposive sampling ensured that the researcher got in-depth insights into the views and practices of the participants (Creswell & Poth, 2018). The objective was not to generalize the findings but to get an in-depth

understanding of the specific case chosen. The chosen teachers were well placed to offer in-depth insights on how the in-service training affected their practices as English language teachers. Thus, the use of purposive sampling was justified since the approach helped in selecting participants with information that would be helpful in investigating the phenomenon under study (Creswell & Creswell, 2023).

Table 1

Participants' Profile

Pseudonym	Teaching Experience	Qualification	Prior In-service Training	Teaching Grade(s)
Teacher 1 (T1)	>2 years	BA/B.Ed	School Based English PD	1
Teacher 2 (T2)	>2 years	BA/B.Ed	School Based English PD	2
Teacher 3 (T3)	>2 years	BA/B.Ed	School Based English PD	3
Teacher 4 (T4)	>2 years	BA/B.Ed	School Based English PD	4
Teacher 5 (T5)	>2 years	BA/B.Ed	School Based English PD	5
Teacher 6 (T6)	>2 years	BA/B.Ed	School Based English PD	One section of Grades 2 and 3

Methods of Data Collection

Data was collected using semi-structured interviews and classroom observations. Before collecting the data, a three-day professional development workshop was conducted for the English language teachers who were taking part in the research. However, before this, training was conducted for English language teachers. Training continued for three consecutive days (6 hours each day). This training focused on teaching English language creatively to primary English teachers, creating learner-centred classrooms. This training was chosen as it was compatible with the aims of the study.

Moreover, lesson planning and feedback were an integral part of accomplishing the research goal. Lesson plans using the innovative teaching strategies learned from the workshop were designed by teachers. During the workshop, teachers were instructed to plan any two lessons, keeping their

curriculum in mind and integrating the strategies shared in the workshop. The lesson plans were checked, and feedback was given for improvement during the workshop. Microteaching exercises were undertaken using the lesson plans along with feedback provided by the facilitator. Two lesson plans were designed by each teacher during the workshop, out of which one lesson plan was chosen for observation in the class. This led to the collection of qualitative data needed for the study.

Interviews

Interviews allow to comprehend participants' lived experiences from their perspectives. Furthermore, educational researchers favor interviews since they allow depth to be achieved by providing the opportunity for the interviewer to probe and expand the respondents' responses (Tisdell et al., 2025). The interviews were approximately 25–30 minutes long. Every participant was involved in one interview and one classroom observation. This approach was deemed appropriate since teachers had already gotten feedback about their lesson plans at the workshop and then delivered one lesson based on it in class. The semi-structured interviews helped answer research questions 1, 2, and 3.

Observation

Observation is used in the social sciences as a method for collecting data about people, processes, and cultures (Yin, 2018). Classroom observations were done to determine how teachers adopted strategies discussed during the training. Observations commenced on the day of the workshop. Feedback had already been given during the workshop, and after improving their lessons, teachers implemented the revised lessons. The observation continued for the entire class period. The researcher made notes on the practices and interactions that occurred in the class. All teachers were observed once for 45 minutes in each class. One classroom observation for each teacher was enough since the research focused on how the teachers applied the strategies in the classroom right after the training period. During the training process, the teacher planned one lesson using the learned strategies and received feedback from the facilitator on how to implement those strategies. The researcher then observed how the planned strategy was applied in the class by the teacher, who also reflected on the implementation immediately after conducting a lesson. Because of this process, one observation was sufficient. This is because the purpose was to check

teachers' classroom practices soon after the training, mentoring, and feedback received during the workshop.

Observations in the classroom were based on specific indicators chosen from the William and Mary Classroom Observation Scales-Revised (COS-R), Part 2 (VanTassel-Baska et al., 2003). Indicators from the second part of the instrument that were relevant to the study were employed in a structured framework to check teachers' instruction in classroom observations. While the COS-R includes performance descriptions and rating categories, the ratings assigned to teachers' performances in classroom practices were not analysed using any quantitative approach. Rather, the observation instrument was used to observe and record detailed descriptive field notes. These were later analysed along with the interviews and documents to gain an understanding as to how teachers perceived and implemented the in-service training programme. This instrument was considered suitable for English language teaching because it aligned with the workshop's focus on communicative, learner-centered, and activity-based techniques.

In addition to the above, teachers' lesson plans, revisions after the facilitator's feedback, and reflective discussions further proved teachers' instructional growth. Analyses of teachers' reflections provided a more comprehensive understanding of teaching and learning. Teachers identifying the areas for professional development provided additional evidence of their ongoing development as educators. However, the combined evidence from these three areas gave a complete idea of the continuing learning processes of teachers. The observation guide was helpful in responding to research question 2 and supported the findings obtained from the interviews.

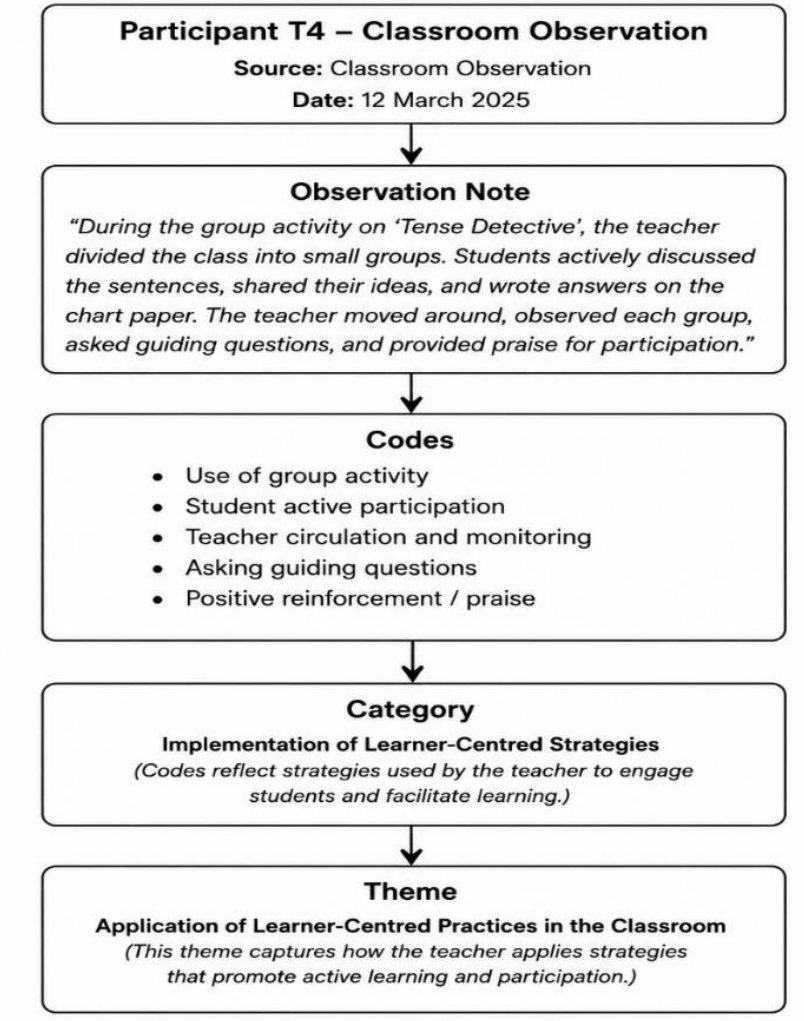
Data Analysis

The data were analyzed using thematic analysis, which involved six phases as proposed by Braun and Clarke (2021). Thematic analysis was used because it provides a systematic and adaptable methodology for identifying themes and patterns from qualitative data. The data went through six steps: (1) Familiarization with the data through reading of the interview transcriptions and classroom observation notes repeatedly; (2) Coding; (3) Searching for patterns in order to identify provisional themes; (4) Reviewing and revising the themes based on the coded data and the entire data set; (5) Defining and naming the final themes; and (6) Final

analysis report (Braun & Clarke 2021).

Figure 2

Audit Trail Class Observation

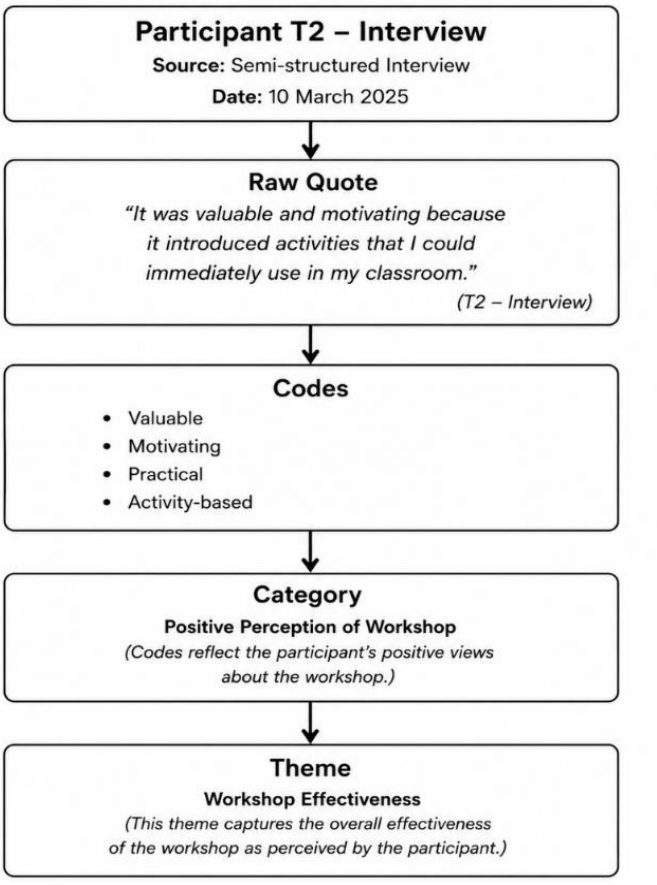


The coding process was inductive where the codes and themes emerged from the participants' narratives and classroom observations without predetermined codes and themes. The transcripts from the interviews were analysed to determine any patterns emerging out of their experience of the in-service training programme. The observation notes from the classrooms

were separately analysed using the inductive approach as well and then compared with the results from the interviews. The data from the observations did not come up with any other themes but only served as supporting evidence for the themes generated from the interviews. Themes identified through the analysis were as follows: workshop effectiveness, support and guidance, success of the teachers, attitude of the teachers, barriers and obstacles, and teachers' stereotypes. The framework of PBPD was applied only when analysing the results after themes emerged. It did not play any role in the coding process and/or emergence of themes.

Figure 3

Audit Trail Interview



In order to ensure transparency, the observation audit trail presented in

Figure 2 shows the process of developing codes, categories, and themes from the participants' quotes. In addition, the interview audit trail in Figure 3 shows the participant code (e.g., T1-T6) and the source of data (interview or classroom observations). This allows readers to see how the qualitative data was analysed to generate the final themes. Instead of using data saturation, the research was informed by the concepts of bounded case coverage and information power. The six purposefully chosen primary English teachers provided a complete inclusion of the bounded case and enough data to respond to the research questions (Roberts et al., 2026).

Observations

The classroom observations were carried out with the help of selected indicators from the William and Mary COS–R (Part 2) (VanTassel-Baska et al., 2003). The observation tool was adapted; only those indicators were retained that were applicable in the context of English classrooms in primary schools of Pakistan. These were related to the goals of this study, such as lesson planning, teacher-student support, methods of instruction, presentation of the lesson, and support provided to students. The rest of the indicators that were not applicable to this context were excluded.

The observation guide was used qualitatively to carry out the classroom observations instead of being used quantitatively as a rating scale. While the original guide contains a scoring rubric, no numerical scores were assigned to any of the indicators in this study. This is because the objective of observing classroom practices was to collect qualitative data regarding teachers' classroom practices. In each class observation session, the researcher took handwritten field notes based on the above criteria to ensure that the observation was done systematically and consistently in all cases. The field notes were later presented to the respective teacher to ensure their accuracy in describing the events occurring in the classrooms. After verification, the field notes were analysed together with the interviews to answer the research questions.

Interview

An individual, semi-structured interview was conducted, which started with a list of prearranged questions, and probing questions were allowed. Similarly, Creswell and Poth (2018) mentioned that a semi-structured interview is a combination of scheduled questions and newly-formed questions. Probing questions were asked to gain a deeper understanding of

the subject matter. These probing questions were valuable in collecting rich data, which provided detailed insights into the subject matter. The timing for each interview ranged from 25-30 minutes. The interviews' duration was not enough; longer interviews might have generated richer data. However, since the teachers preferred not to participate in telephonic interviews, the management scheduled the interviews during school time, which made it difficult to keep teachers away from their classrooms for long. Six English language teachers were interviewed. The sequence of questions in the interviews was modified according to the flow of the discussion. The interviews were conducted soon after the observations because the aim was to ensure that teachers were prepared to take the activities to their classrooms. This helped the researcher to compare the observed classroom practices with the teachers' responses in the interviews. The researcher also wanted to explore what challenges teachers faced during the implementation of the lesson plans. Interviews also investigated the way teachers changed their teaching practices after the training. Therefore, interviewing teachers after the observation was important.

Trustworthiness

Qualitative data was collected using multiple data collection methods. Credibility was assured in data triangulation through the use of various sources of evidences, such as interviews and classroom observations (Yin, 2018). Trustworthiness was guaranteed based on the criteria laid out by Creswell and Creswell (2023): credibility, dependability, confirmability, and transferability. Credibility was ensured through data triangulation by conducting interviews and classroom observations, prolonged time spent with participants, and clarification of the participants' answers in the interviews. The reliability was further ensured by keeping comprehensive records of the processes involved in data collection and thematic analysis. The confirmability was improved using the techniques of reflexive notes, audit trail, and quotes from the participants. The transferability of the study was strengthened by offering a detailed description of the research environment, participants, and classroom procedures. This made it easier for readers to assess whether the results were transferable to other settings. The consistency of the case study was strengthened through the use of standardized data collection procedures and documentation of all the research procedures undertaken (Tisdell et al., 2025).

Ethical Considerations

Upon obtaining consent from the school management, participants who met the inclusion criteria were invited to participate voluntarily. All subjects provided written consent before data collection, after obtaining institutional approval. Participants were provided with an information sheet that described the objectives of the study, methods used, the anonymity and confidentiality of their participation, as well as their right to withdraw and to view or modify their transcripts if required. The pseudonyms were assigned to the participants, and all interview transcripts and observation notes were anonymized before analysis. Individual data were not reported back to the school management; only general suggestions concerning the training programme were disclosed to the school administration. Since the researcher was also the facilitator of the workshop, advisor for lesson planning, classroom observer, and interviewer, reflexive notes were kept during the entire research process to avoid researcher bias (Braun & Clarke, 2021). Participants were assured that their responses would remain anonymous and would not affect their professional performance. This was intended to encourage honest responses and curtail the probability of social desirability bias.

Results

The findings of both observations and interviews are presented below according to the research questions.

RQ1: What are the English language teachers' opinions about the effectiveness of the in-service training programme conducted for them?

Perceived Workshop Usefulness

All participants reported being satisfied with the workshop because they found the activities relevant to the classroom context. The PBPD model supports practice-driven professional learning. It emphasizes that training is not taken away from the teaching environment; rather, it is rooted within the authentic teaching contexts. Therefore, during the interviews, most of the teachers stated that they were satisfied with the workshop as they needed strategies to use in their classrooms.

Teachers 1 and 2 reported that:

“Everything was useful and effective as it can be taken in the classroom easily, as the activities are simple and practical.”

“It was valuable and motivating as it made me energetic and made me

think about my teaching practices differently."

During the observations, it was noted that teachers incorporated interactive and activity-based strategies introduced during the training, with evidence of occasional student participation and engagement. For instance, teachers used group discussions, role-play, and hands-on grammar activities instead of relying solely on lecture-based instruction. Lesson objectives were communicated more clearly, and teachers demonstrated attempts to implement learner-centred approaches. These observations indicated teachers' efforts to apply strategies introduced in the workshop.

Support and Guidance

The participants highlighted the importance of ongoing support and guidance in the teaching process. The participants further reported that these workshops supported their professional development. The teachers also emphasized the importance of support and guidance in their interviews.

Most teachers stated: "We need support and guidance from our seniors, and if it's given, we will improve accordingly…"

Teachers 2 and 5 further stated: "I can improve my lessons if my seniors help me ……". "Management is very cooperative and provided resources as required.''

Classroom observations showed that teacher 5 began the lesson by clearly communicating the learning objectives and using questioning techniques that were modelled during the workshop. Throughout the lesson, the teacher encouraged students to think critically and provided constructive feedback to support their responses. Teacher 3 incorporated cooperative learning by organizing students into small groups to complete a grammar activity. The teacher offered prompts and guidance when students encountered difficulties rather than providing direct answers. Teacher 4 adapted a lesson on tenses by using flashcards and a role-play activity to encourage active participation. The teacher scaffolded learning by providing examples, gradually reducing support as students demonstrated understanding. Teachers tried to convert the instructional strategies that were taught to them in the workshop into practice in their classrooms by encouraging student engagement and independent learning.

Hence, teachers found the short workshop helpful; however, they emphasized that guidance was needed for the sustained application. This

also highlights the need for continuous learning among teachers. In PBPD, teachers learn best when they practice in a real classroom setting and get timely feedback on the use of the strategies.

Research Question 2: What changes were observed in teachers in terms of their knowledge and practices after participating in the programme?

Immediate Classroom Enactment

When questioned regarding their experience of applying the strategies which were introduced in the workshop, teachers 4 and 6 answered: “I have become more active; otherwise, I was passive. I was using the traditional method for teaching these activities …”. “My lesson on teaching the poem went well…so well that I even asked my coordinator to come to my class and visit.”

At the same time, the classroom observations suggested that teachers attempted to integrate different strategies that were shared in the workshop into their lesson plans. Rather than relying solely on traditional lecture-based instruction, several teachers modified their lessons by incorporating interactive and activity-based strategies introduced during the training. For instance, two teachers teaching the concept of tenses planned different classroom activities to facilitate students' understanding. One teacher organized a "Tense Detective" activity in which students identified verbs in different tenses from a short passage and rewrote selected sentences in another tense. Another teacher used a role-play activity where students described past, present, and future events through everyday scenarios. These observations suggest that the teachers were attempting to apply the pedagogical approaches learned during the training by adapting their instructional practices to create more engaging and participatory learning experiences.

Teachers’ Attitudes

This immediate post-workshop implementation showed that being involved in the workshop helped teachers gain knowledge and pedagogical practice. Regarding teachers' attitudes, they expressed willingness to try the introduced strategies in the workshop. Since the PBPD approach stresses understanding change in teacher practices through action and reflection, this makes it particularly well-suited for understanding how professional learning translates into classroom practices.

Teachers 1 and 2 stated: "On behalf of all the teachers, we would like to request you to come again for such training, as we need continuous training". "I was always concerned that the coordinator would come on a round and I would be in trouble for the chaos in the class".

During the classroom observations, it was noted that the teachers were actively engaged in the classroom. They facilitated learning activities and encouraged active student participation throughout the lessons. They responded patiently to students' questions, provided constructive feedback, and demonstrated a willingness to adapt their teaching approaches when required. Their openness to using interactive and learner-centred methods reflected a willingness to improve classroom practices. To conclude, the PBPD framework also emphasizes understanding change in teaching practices through action and reflection. Hence, both the interview responses and classroom observations indicated that teachers were motivated in their efforts to conduct engaging lessons.

RQ3: What challenges did the teachers face post-training in the implementation of the learned strategies?

Challenges

The different challenges that teachers faced in implementing the strategies taught in the workshop were openly shared. They did not hesitate to mention their faults and weaknesses. The responses suggested that teachers were ready to discuss their shortcomings. The following were reported in their interviews.

Teachers 2, 4, 5, 6, and 1 remarked respectively: "I was unable to give clear instructions …". "Due to disciplinary issues and fear of management, I am hesitant to use the strategies…". "Congested classrooms limit activities in class as students make a lot of mess and noise, which wastes my time".

"Students were introduced to such activities for the first time, so, they were very excited". "I have difficulty in planning lessons that incorporate the strategy in the lesson. I need constant help".

Classroom observations revealed several challenges that teachers encountered while implementing the strategies introduced during the training. Some teachers struggled with managing time during activity-based lessons, resulting in incomplete activities or rushed lesson summaries. In a few classrooms, large class sizes and limited teaching resources made it

difficult to engage all students effectively. Additionally, some teachers required further support in facilitating group work and maintaining student participation throughout the lesson. These observations suggest that while teachers attempted to implement the new strategies, contextual and practical constraints influenced their effective application.

Prior Beliefs about Applicability across Grade Levels

At the same time, the teachers had some predetermined ideas as to who could not benefit from this training.

Teachers 2 and 3, although they were teaching at the primary levels, were also assigned one secondary class each. They remarked that: "I was afraid that this method of teaching was time-wasting, as the kids were going to get distracted and not finish the lesson". "I thought that little children were too naive to collaborate in teams, that they would only cause noise instead of learning". "Once the kids tried the activities, I understood that even the weakest among them wanted to participate and learn from others."

Classroom observations indicated that some teachers initially relied on traditional lecture-based instruction but gradually incorporated learner-centred strategies introduced during the training. For instance, instead of explaining grammatical rules throughout the lesson, teachers engaged students in pair work, group discussions, and activity-based tasks. These changes in instructional practices suggest a willingness to move beyond previously established teaching approaches and experiment with more interactive methods. This reflects a shift from traditional instructional beliefs towards student-centred pedagogy. The findings suggested that the beliefs that teachers had concerning the age of the learners, curricular requirements, and institutional expectations appeared to influence their willingness to use the workshop strategies.

In conclusion, the findings identified that teachers related their interest and readiness to learn to the frequency and duration of the training. The positioning of the PBPD framework within this research provided a useful lens to interpret the findings. It allowed the investigation to explore how training is experienced and applied in classroom settings. Moreover, this training method was also consistent with current methods towards professional growth that promote practice-oriented, reflective, and collaborative models, especially in language education, where context matters greatly as reported in the literature.

Discussion

These findings were analysed in terms of the research questions, using the framework of PBPD (Borko et al., 2010). These findings were analysed in the context of the Pakistani primary English classrooms.

RQ1. Teachers' Perceptions of the Usefulness of the In-service Training Programme

Teachers perceived the workshop positively since the strategies presented there were learner-centred and practically useful in terms of teachers' needs. The results do not necessarily mean that the teachers mastered new instructional skills; instead, they indicate that the training increased the teachers' motivation to try new teaching approaches. In addition to the studies conducted by Mahara (2024), Pasalari et al. (2022), and Ventista and Brown (2023), the current findings imply that professional development is most effective when teachers view it as pertinent to their experiences within the classrooms. Nevertheless, the current study contributed to the existing literature by showing that even in a supportive private school, positive perceptions of the training alone were not enough to ensure its implementation in the classroom. While some of the teachers indicated increased participation from the students, some were unable to attain their lesson objectives.

This finding supports the work of Dahal (2023) and Sah (2022), who posited that professional development becomes more effective when it is closely related to classroom practice. In the case of Pakistan's primary English classrooms, test-oriented curricula, varied learner skills, and insufficient teaching time make it difficult to utilize learner-centered approaches (Akhtar et al., 2020). The findings correspond with the PBPD theory, which considers teachers' development as a continuous process of practice, reflection, and feedback rather than a one-off training activity (Borko et al., 2010). The current study helped understand how the perceptions of teachers were affected by their participation in the workshop as well as their classroom application.

RQ2. Changes in Teachers' Knowledge and Classroom Practices after the Training Programme

It can be concluded that the training programme stimulated the reflection of teachers and motivated them to take up more learner-centered instructional methods. Teachers showed positive attitudes towards

continuous professional learning. This is contrary to the results of Capello (2020), who stated that the participants resisted the process of continuous professional learning due to their experience level. This shows that experience does not influence the way teachers accept or reject certain teaching techniques, and the significance of the training itself is what really matters (Basma & Savage, 2023; Pasalari et al., 2022).

The participants also showed increased confidence in using collaborative and communicative activities, despite different extents of use. However, the size of the classes, pressures from examinations, and the varying levels of proficiency in language among students were constraints in applying these strategies within primary English classrooms in Pakistan. This result supports the PBPD theory in that professional development takes place through practice, collaboration, and context-specific adaptation (Borko et al., 2010). This study supported qualitative studies conducted in the past in that willingness of teachers to use novel teaching strategies does not mean they would be used effectively without school support.

RQ3. Difficulties Faced by Teachers in Applying the New Strategies Learnt

The participants appreciated the workshop; however, they agreed that training would not be sufficient on its own to apply the new strategies. This is in agreement with Pasalari et al. (2022) and Dahal (2023) who emphasized the importance of mentoring and peer collaboration as some of the aspects of professional development. Contextual challenges, including an examination-driven curriculum, workload, classroom management issues, varied learner requirements, and lack of follow-up support were some of the issues identified.

Similar challenges have also been reported by Mohammed et al. (2022), Basma and Savage (2023), Ventista and Brown (2023), and Saira and Hafeez (2021). They stressed the need for school culture, leadership, and instructional supervision to assist teachers in their professional development. The participants agreed that there were training sources available but they thought that mentoring and leadership were as important as training (Mahasneh, 2020). These results confirm the PBPD model, which perceives professional development as an interactive process comprising practice, reflection, feedback, and cooperation, rather than separate workshops (Borko et al., 2010). This research demonstrated the effects of context on the implementation of professional development in the primary English

classrooms of Pakistan.

Conclusion

This study showed that the teachers found the training practical and relevant but acknowledged the impact of contextual and organizational variables on its classroom implementation. While it is clear that the teachers are willing to adopt learner-centred teaching practices, mentoring, leadership, and reflective practices were considered necessary for sustaining these practices. In line with PBPD theory (Borko et al., 2010), it can be stated that the concept of professional learning should be regarded as an ongoing practice-based process.

Limitations

The study had several limitations. The results are not meant to be statistically generalized. This is due to the fact that the sample used in the research was limited in size and did not represent the larger population. Moreover, the length of the workshop was quite short. A longer workshop, spanning about one month, would have offered participants more time to learn and adopt the strategies in their teaching process. The limited amount of time available also meant that there were limited chances of offering continuous support during the classroom implementation. The research could have been improved through the inclusion of pre-observations and pre-interviews. However, due to time constraints, comparison was not possible, and there was limited evidence of how much learning had taken place. Lastly, since all the participants were primary English teachers, the results cannot necessarily be transferred to other grade levels.

Recommendations

The findings indicated that teachers value in-service training programmes. Hence, an in-service training programme should be a scheduled activity and tailored to specific subject areas and school environments in the academic calendar (Akhtar et al., 2020; Pasalari et al., 2022). Future training programmes need to include mentoring, classroom observations, and follow-up support for the successful implementation of learner-centred techniques (Mahara, 2024; Sah, 2022).

Teachers highlighted that management should consult teachers regularly concerning the problems they face and the support they require to help them improve their teaching. This would help in making sure that the training

programs are more relevant to the needs of the teachers. Ongoing supervision and mentoring can ensure that learned strategies are effectively applied in the classroom (Akhtar et al., 2020).

Teachers must be given regular chances to be part of in-service training programmes to bring changes in their teaching and learning process (Kazmi et al., 2023; Ventista & Brown, 2023). Furthermore, research by Akhtar et al. (2020) argued that training must be part of a broader policy of teacher accountability and professional growth, ensuring that performance is tied to meaningful educational outcomes.

Author Contribution

Diana Ambrose: sole author

Conflict of Interest

The author of the manuscript has no financial or non-financial conflict of interest in the subject matter or materials discussed in this manuscript.

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