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Challenges Faced by English Language Teachers in The Implementation of Continuous Professional Development

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Abstract

Introduction: *Continuous Professional Development (CPD) is essential for educators to enhance educational quality and adapt to evolving challenges. This study investigates the challenges encountered by English Language Teachers (ELTs) in implementing CPD at community colleges in rural Sindh, Pakistan.*

Methodology: *Qualitative methods were employed to analyze the perceptions of 22 ELTs regarding CPD. Their perceptions revealed two major categories: CPD for Multidimensional Development and CPD as a Tool for Professional Growth.*

Results/Findings: *ELTs expressed varied perceptions of CPD, with some considering it instrumental for enhancing teaching skills, lesson planning, and content selection, while others found it impractical. These findings resonate with existing literature, highlighting the necessity for tailored and effective CPD programs aligned with teachers' needs.*

Implication/Future Direction: *Recommendations include integrating desired techniques into CPD programs, promoting active participation, and aligning CPD initiatives with educational*

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objectives. Addressing challenges in CPD implementation is crucial for ensuring teacher effectiveness and enhancing student learning outcomes in community colleges. This study contributes to filling research gaps and offers insights for future CPD strategies, particularly in the context of rural education.

Background

One of the essential tools for teachers to improve the quality of education is their continuous professional development (CPD) (Gubbins & Hayden, 2021). It is mainly because, in this way, teachers overcome upcoming challenges. Additionally, the learning of students is related to the teachers and their daily activities in the classrooms (Bukhari et al. 2024). There are other factors which affect the quality of education, but the training of teachers is the most important aspect of all the other factors (Saleem & Ashiq, 2020). Quality teaching is the key to the improvement of students' learning at the classroom level. It is, therefore, most significant for teachers to effectively implement teacher training at classroom levels. Furthermore, continuous professional development (CPDs) can promote teaching by aligning teaching skills with current educational trends and changes (Gubbins & Hayden, 2021). The CPDs are part of every organization in every country, and teachers participate in these programmes yearly, conducted by different associations. In Pakistan, there are numerous institutes that are responsible for teacher training (Shawer, 2017). On the other hand, the government sometimes hires universities, non-governmental organizations (NGOs), and other related organizations for the training of teachers (Shawer, 2017).

Different PD programs are offered by different public and private organizations in Sindh, Pakistan. One of the main public sector institute known as Provincial Institute of Teacher Education (PITE) at Nawabshah, Sindh, has the major responsibility to provide both induction training to newly recruited teachers, head teachers, educational leaders and to provide in-service PD to all the promoted teachers, head teachers and educational leaders such as District Education Officers, Deputy District Education Officers, Assistant Education Officers and Taluka Education Officers. Along with PITE, there are Colleges of Education and elementary colleges of education in public sector, which provide both bachelors and master degrees in education (Khoso, Oad, & Ahmad,2023). On the other, there are private sector educational institutes and non-government organizations, which provide PD to teachers, such Institute of Educational Development Aga Khan

University, Oxford University Press Karachi, Structured Photographic Expressive Language Test (SPELT) etc. These institutes have general PD programs for teacher development as well as particular programs for the PD of ELTs (Bhurgri et al., 2020).

Professional development is important for teachers as well as for the quality of education. Continuous Professional Development (CPD) can foster teaching by improving teaching skills (Gubbins & Hayden, 2021). The learning of students is related to teachers and their daily activities in the classrooms. Moreover, the quality of teachers depends on the training they receive and the effective implementation of this training at the classroom level (Seema, Bibi, & Faizi, 2021). Therefore, this study aims to explore and investigate challenges perceived by leadership of community colleges in implementing professional development (Ahmad, Rashid, & Ali, 2023).

In the context of this research many researches have been led in the field of EL (Al Asmari, 2016). But as per the topic 'challenges perceived by community college ELTs in implementing learnings from trainings at classroom' is considered, the area is almost non- researched in the context of this research. So there was need to research on the topic to fill the research gaps identified in the literature review (Jabeen, Ali, & Ahmad, 2023). This research will be highly helpful to teachers, particularly English Language Teachers (ELTs), in implementing training effectively with new techniques, strategies, and up-to-date ways of teaching. This study would be beneficial for future researchers as well as heads of educational institutes in developing future-oriented and effective CPDs for all teachers, particularly for ELTs, as this research would suggest the things in its future recommendations to be implemented by all the afore mentioned beneficiaries (Ahmad, Bibi, & Imran, 2023).

Literature Review Professional

Advancement

The word "profession" comes from the word "profession-onis," which has different senses and meanings, but the most authentic one is the act or impact of recognizing oneself. Overall, the term "profession" implies a high level of selflessness, for which a professional has to declare oneself to work out and strive for knowledge and aptitude, and to publicly hide a belief (Martimianakis et al., 2015). As the scholars suggest, a characterized profession attracts people to an occupation that requires specialized instruction, information, preparation, and moral values to be adopted to excel in such a profession. No doubt, it is a universal fact that experts make their living doing what they do. This kind of job is more than just paid work for regular needs. In simple words, a profession is basically an occupation in which a professional bases his personal as well as professional life on detailed and continuous preparation, along with power and authority of particular knowledge and skills, and if taken in-depth, it demands all the features of a proficient

affiliation, a moral code, and the strategy of certification to be called an expert in one field (Yousaf et al., 2021). In other words, professions require developed instructions, specialization, and non-stop reestablishment on agreed promise.

Teaching as a profession contributes to all of the working situations in the true sense. It has been looking for and sharing information, self-management of one's own behavior, feelings, and efficiency; inside sources of inspiration; a benefit introduction; and support in an information community past the working environment (Williams, 2013).

Benefits of Teachers' CPDs

CPD accelerates improvement in teaching (Shengnan & Hallinger, 2021). CPD is required as a foundation in every teaching contact around the world, and both the public and private sectors invest heavily in designing and implementing CPDs. So the teachers also have to peruse CPDs as per the needs of the learners (Kitto, 2019). This is done by teachers by repeatedly assessing and examining both their teaching practices and beliefs. Being the best in their profession, ELTs are bound to make sure that all the learners are given equal opportunities to be exposed to learning facilities and skills, to make them aware of the current techniques and successful in the current society of competition and creation. Teachers is with crucial role as social scientists, are responsible for shaping future generations to form their learners being considered active social agents in order to positively affect society and the system (Hong & Stonier, 2015). As the job of any teacher is life-long, so is the responsibility of a teacher, which never ends. So CPDs for teachers also mean life-long learning and development. As an educator, one's professional skills are up to date in this century of digitalization.

School Centered PD (Site-based PD)

Faculty-targeted PD often takes place in colleges, resource centers, or instructors' training faculties. School-centered PD regularly makes specialists of the unique situational troubles that man or woman teachers come across as they are trying to enforce new strategies. Targeted PD fashions tend to convey human beings collectively to deal with local difficulties and wishes over a time period. It encourages character initiative and allows greater flexibility, sustained and in-depth PD (Gupta & Lee, 2020). However, school-targeted procedures are time- and labor-intensive, whereas in-depth techniques necessitate regionally-based content, curriculum, assessment, and era. Facilitators will also be capable of assisting despite these challenges, web-based PD encourages to be a part of any use of a far long-term expert improvement plans for educational development, such applications can be luxurious while neighborhood PD offers are being developed. However, one faculty-targeted application is in an area where new curricula, pedagogies, gear, and administrative practices can be brought in a powerful way. Faculty-focused or web-site-based PD is often usable

while changing instructional practices is crucial (Nawaz, Mahmood, & Abbas, 2021). At the same time, when the purpose of the CPD covers continuing enhancement towards widespread distinction in teaching and learning, at the same time, there should be a hub institute for every teacher in concerned schools (Fischer et al., 2018). It is so that the teachers, as well as teacher trainers, are able to participate and advance in their skills locally, or in some cases, at their own schools.

The Global Process and Functions of CPDs

Different developed and developing countries may implement institution-based CPD in a variety of ways and settings. But, the locations, significances, and goals are also objectives for empowering instructors' competence in order to encompass tall understudy accomplishment.

In Scotland, as an example, the completed adjustments in instructing work are devoted to creating and tutoring again. Every educator is expected to have a commitment to CPD, to agree on individual CPD plans once a year with his or her spark off guide, and to keep a personal document (portfolio) of CPD embraced, turned into a basic opportunity for group worker improvement, which should be handy for each teacher (Saier, 2017).

The writer helped clarify that the purpose of faculty-based instructors' gifted advancement in South Africa is to have teachers who are wise specialists and who can make educated, proficient selections. In this case, instructors are organized to be enabled specialists. This concept aims for a dynamic and participatory study, primarily based on a demonstration in which all instructors participate and are aided with back materials in the setting of educator facts and materials in classrooms (Mukan et al., 2016).

Similarly, as Sargeant et al. (2018) demonstrated, in the U.S.A., instructors are more likely to choose CPD associated with improving the encounters of lecture room management. They were also more likely to participate in research relating to teaching missions and packages tending to the requirements of differentiated understudies. According to Mukan et al. (2016), who investigated the quality of instructors in the United States, the criteria used in the survey of the first-class of the teaching force were educator planning and abilities. Since then, more capable and fruitful instructors have more concerns about their impact on students and make a lot more progress in their teaching profession than less capable instructors. In the same manner, as per Saier (2017), instructors skip through some of the formative stages as they increase from apprentice to grasp expert in most EU countries, allowing them to deliver multi-cause administrations in schools. Keegan (2019) recognized that there are stages to be considered within the training of CPD, as: situation for self (important survival as an educator); challenge for the undertaking (which centers on real execution); and problem for affect (referring to high-quality effect upon college students).

As Devonshire (2018) pointed out, Australia has lawful enrollment and coffee recharging of enrollment for teachers to acquire moving-ahead learning results. Re-registration is based upon the worthiness of teachers' functionality and wellbeing to train. In spite of not being obligatory, CPD is now an essential portion of the proficient lives of several Australian instructors (Darling-Hammond, 2008).

Major CPD Principles

High quality, proficient advancement requires measures to be met within the handle of maximizing teachers' competence. As the investigations of Ziyadin et al. (2018) portrayed, teachers' proficient improvement is the scholastic development, practicing, and decentralization of educator instruction bolstered by teachers' unions. However, in Japanese academic modules, college-based CPD has been practiced via instructors and chairmen (Kitto, 2019). Similarly, instructors have a significant role in lesson planning through lesson recall, which bridges any possible gap between the directions of thought as planned by academic modules and the actual classes as translated and actualized inside the study room. Almost all Japanese colleges reserve a college based on professional development length of time during normal working hours, during which specific issues and challenges are tested by instructors and administrators (Armour & Yelling, 2004).

In order for school-based CPDs to be compelling, facilitators must regard it as more important. In addition to this, the benefits of CPS, instead of being widespread, are kept limited, particularly limited to the personal settings of those trained teachers. Therefore, the ELTs must be made bound to participate in school-based CPDs for a wide assortment of reasons, including working with colleagues, moving forward in their proficient capacities, and having a positive effect on the learning of the learners. It ought to be in the eagerness of the teachers and commitment to choose to take part with one's own interest in the practices of CPDs enthusiastically (Armour & Yelling, 2004). In short, discernment of teachers' CPDs is the foundation for implementing aiming exercises. Application of teachers' CPDs must be given thought to attain the prescribed objectives (Ali, Ahmad, & Sewani, 2022).

Challenges Related to Teachers

In most cases, Borg (2015) stated that teachers are ineffectively skilled at implementing curriculum changes, which is supported by the absence of the combination of the substance with students' opportunities to memorize and efficient use of instructional aptitudes. Except, the complexity and equivocalness of the faculty-based CPD application itself undermines yearning for instructive changes (Ahmad, et al., 2023). As shown, the greatness of college-primarily based CPD errands disappoints instructors and debilitates them to conditions. Moreover, less dedicated and

unwilling instructors damage the subsidizing and coordination of CPD applications (Bukhari, Khan, & Haq, 2024). In some cases, the preparing and coaching methods of faculties are contradictory with the on-going facts, skills, and competence of teachers and the complicated process of teaching.

In non-collaborative school settings, teachers demonstrate as much as they can explicit definitions of CPD affect, speak about causal connections between a change in hone and a change in scholar fulfillment, and portray whether or not CPD enabled them to change their hone, or whether it was a desire to change their hone that enabled them to take an interest in CPD in the first place. In this situation, it's far from unusual to discover tough evidence of pupil change coming about from CPD (Armour & Yelling, 2004).

As is frequently the case, talented advancement, as the standard means of making progress in education, is ineffectively focused on what teachers need to know the most. It's far too common for the substance of gifted development to be as nicely commonplace and to fall flat in place via unique instruction techniques that meet the requirements of specific understudies (Liaqat, Mustafa, & Nawaz, 2021). For example, reviving instructors' information on an issue is counted as is educating round-inspection on specific hints strategies, which in most cases is inadequate (Aslam, Iqbal & ahmed, 2022). The substance of talented advancement needs to be centered on what understudies are to memories and a way to cope with the various issues understudies might also have in gaining knowledge of that fabric (Ali, 2000).

Challenges Related to School Management

The authority and supervisory variables to be treated here are the challenges related to the CPD exercises executed by principals, schools' CPD facilitators, head instructors, and zone, territorial, and national instruction directors.

Leadership and supervision for proficient improvement are dispersed among instructors, principals, and other directors. School-based, persistent, proficient advancement is most compelling when there is solid authority and supervisory help. However, abandoning the pioneers' recognition of the value of high quality professional development disheartens and undermines instructor support and communication about the benefits of professional development to stakeholders (Ali, 2000).

In most school frameworks, tireless endeavors are being made to advance teachers' proficient advancement in spite of the fact that challenges are unavoidable occasions. Concurring with the discoveries of Sargeant et al. (2018), the major challenges distinguished at the national level are the need for prepared facilitators, tall turnovers of more experienced and prepared pioneers or facilitators, and partners' additional work stack, especially of instructors. Instructors

are not propelled by the section-heads to lighten the on-going issues. The CPD books are not adequately arranged by the dialects of work. Instructors are not given mindfulness training, approximately the foundation of CPD. Instructors and other capable accomplices are not well organized in how to execute CPD in collaboration with other columns of quality instruction. In this way, the school-based CPD programme isn't being realized in collaboration with other instruction quality enhancement programs (Oad, Khan, & Khoso, 2020).

Challenges related to the school system

As investigations by Sargeant et al. (2018) concluded, organizational (school) variables or working environment conditions unequivocally influence the usage of teachers' proficient advancement in forming teachers' practices and states of mind towards school- based CPD. There could be a high degree of disarray in schools on the practice of CPD by focusing on preparing and sharing modern information and abilities. These exercises frequently centered upon sharing the substance of the CPD instead of execution and gauging the effect of the school-based CPD (Zheng et al., 2019).

The quality of proficient advancement and the interest in making strides in instructing and learning recognize the significance of instructors to lock in on career-long advancement that meets their individual and proficient needs. As a result, coordinating the appropriate professional development arrangement to specific professional needs is critical if viable learning is to be required. This "fit" between the formative needs of the instructor and the chosen action is basically imperative in guaranteeing a positive effect at the school and classroom level (Keegan, 2019). In any case, in schools where staff development opportunities are ineffectively conceptualized, unconcerned about individual instructors' concerns, and make minimal efforts to relate learning encounters to working environment conditions, they have little impact on instructors or their understudies (Deng et al., 2021).

Borg (2015) recommends that the apprentice educator "fall into an awful school has continuously been a hazard". Being set inside a destitute office in a destitute school can be a catastrophe for an individual's career; influence the recently qualified teachers' self-esteem; and deny the unused educator of basic bolster, counseling, support, and coaching; together with a recognition of what it is like to be an effective instructor.

The following are the major challenges confronted by aspiring teachers (while teaching): expanded printed material, a lack of assets, feelings of confinement, low pay rates, a lack of parental support, large classroom sizes, a lack of understudy accomplishment, a lack of authoritative support, a lack of acknowledgment, understudy demeanors, and a lack of expanded responsibility (Zheng et al., 2019).The distinction between learning (scholastic) in course work

and doing (for all intents and purposes, instructing in a lesson) could be a challenge and opportunity in itself. Instructor teachers and the government have strived hard to bring changes in instructor instruction by changing courses in pre-service educator instruction, planning educator guides, inserting student-centered pedagogies, expanding the terms of educator instruction programs, advertising amplified educating hone and including superior career openings for planned instructors. It is still to be seen how the presentation of these activities offers assistance in encountering the specific challenges confronted by imminent instructors in their first experience of practical classroom teaching.

Challenges Faced by Teachers in Implementing Training

There is a debate and discussion on the role of teachers in implementing continuous professional development at the classroom level. Novice and experienced teachers face a lot of challenges as they learn new teaching methods. Novice teachers cannot achieve targets and goals because they are juggling multiple roles (Domitrovich et al., 2010). Numerous researchers consider training as the preparation teachers receive during their career. However, scholars in the field of teacher education argue that the knowledge, skills, and attitudes needed for quality teaching cannot be fully developed during pre-service teacher education.

Many researchers consider training the only preparation teachers receive during their career. However, scholars in the field of teacher education argue that the knowledge, skills, and attitudes needed for quality teaching cannot be fully developed during pre-service teacher education alone (Rae et al., 2011). For example, Sargeant, Wong, and Campbell (2018) determine that training produces neither the teaching skills nor the knowledge and attitude required for improving the classroom approach and student learning. Altınay et al. (2016) also observes that a teacher's self-confidence and their perception of their ability to make a difference in student achievement determines the successful implementation of professional activities in the classroom. Recently, local studies have been conducted on the practice of teachers' CPD programmes. The studies investigated the practices of CPD activities in both primary and secondary schools ((Hafeez, Iqbal, & Imran, 2021). The results of these studies have shown several factors hindering the implementation of the CPD programmes effectively at classroom levels. These studies highlighted different factors such as insufficient planning, organization and monitoring, scarcity of resources to sustain the programmes as well as too much reliance on external and one-shot training as the main constraints hindering teachers' CPD programmes considerably. However, very little attention is given to teachers' characteristics, such as their self-efficacy beliefs and perceptions of CPD and the problems they face during implementation. There is a pressing need for these continuous developments and learning to update teachers' skills and knowledge to effectively teach

and implement this training at classroom levels. Considering this issue in mind, the Ministry of Education, in collaboration with donor agencies, has launched a new scheme of teachers' continuous professional development and produced an implementation guideline which serves as the working document to practice the CPD strategy at classroom level (Suhag, et al., 2018). The issue of effectively implementing training at the classroom level has become the most significant nationally and internationally. This issue needs to be addressed through follow-up training, and this training must ensure that teachers are skilled enough to teach and implement training (Clark et al., 2017).

Research Method

The qualitative research method was chosen for this study as experiences and perceptions of people can better be measured qualitatively as compared to numerical or quantitative data (Kozleski, 2017). The reason for using qualitative methods was to dig deep and understand the phenomena in-depth. The data collection tool was a semi-structured interview guide. The researcher can get in-depth information from the participants through an interview guide as a data collection tool. It aids in the development of understanding among participants and the acquisition of accurate information (Coe et al., 2021). All ELTs of the community colleges of Jacobabad, Ubawro, Khairpur, and Dadu were the participants of the study. Hence, the sample size for this study was 22 teachers. The researcher has used both purposive and convenient sampling techniques, considering the importance of time and targeted ELTs of CCs. The themes were presented in a cohesive manner to answer the research questions, which resulted in adding a research question related to effective implementation of training in the classroom

Findings

Challenges Perceived by English-language Teachers in Implementing Professional Development Learning in the Classroom?

The sensory experiences of the world -known as perceptions- are divided into environmental motivations and responses to these motivations (Heidbreder, Bablok, Drews, & Menzel, 2019). As far as perceptions of ELTs regarding CPDs are concerned, they fall into two major categories. Few ELTs considered CPDs to be their greatest achievement. Whereas the others thought that these CPDs were impractical. The first theme that emerged from the data in this regard is that of CPD for multidimensional development.

CPD for Multidimensional Development

Few ELTs considered themselves incomplete teachers prior to such CPDs. They were of the view that it is because of such training that they are adding to the knowledge of the learners in

all dimensions. As says RP. 6, MAD, "*Of course, the sole purpose of training is to help both teachers and students in the process of teaching and learning. Training lets us know how to plan, implement the plan, how to assess, and so on.*

So the RP. 6, MAD, was of the view that this training supports the teachers at every stage during teaching. Likewise, RP.1, FT was also of the view that "There is a way to teach the language; just knowing is not enough; how to impart it." That is what we have learned over the years with the help of training... In this way, this group considered CPDs as their guide throughout the process of teaching and learning.

According to this group of ELTs, these CPDs helped them with the lesson planning while following SLOs, determining what steps to follow to achieve those SLOs and get the lesson plans implemented in the proper sense, and assessing both the learning of the learners and the implementation of the lesson plans. This group was also of the view that such training is highly helpful in the selection and implication of the content related to EL teaching. As RP:1 FT says, "*English teaching is not about structure and grammar, it goes beyond that, especially when it comes to content selection. What I had learned from this training.*"   In other words, this group rejected the traditional teaching of EL with the help of grammatical structures and increased or crammed vocabulary.

The same group was also of the view that they had learnt all the pedagogical skills from engaging the learners in activities of teaching learning and skill-based teaching from such CPDs. As RP: 4 SMD says,

> *So, I had no idea how to teach the language. I was teaching as per my own ways, but from other training, especially from sessions of IBA, I have learned many things. How to teach language, especially in the uncontrolled phase (when one has not fixed a target).*

These ELTs were actually considering such CPDs as a tool of multidimensional improvement, both in pedagogy as well as in content knowledge. Actually, they were from an English Literature background, where they had been through all forms of literature like drama, classical and romantic poetry, and fiction, etc. But most of them lacked skills related to knowledge transfer and letting the learners be able to explore new knowledge and skills.So they considered all the CPDs for their overall improvement.

As a Tool for Professional Growth

These ELTs considered such CPDs as one of the important opportunities to improve themselves as professional ELTs. They also learned well from their seniors, who helped them at every stage, be it a lesson plan or paper setting, classroom management, or pedagogy issues. As

RP: 4 SMD says,

> *So training is fruitful. Whenever I have and whatever I have learned in my training sessions, I very much appreciate those teachers who have been here for the previous ten years. They've worked hard on us and they gave us many concepts about that. So now I think that I have improved both my teaching skills and my content knowledge.*

Though they kept the perception that they had improved enough while going through such CPDs, they were also of the view that they had been facing multiple challenges while getting the learning from such CPDs implemented. So starts the answer to Q1b.

A challenge is a target, mission, or a dream to be achieved that the majority loves to reach. In most of the views, teachers had challenges in implementing the learning from CPDs.

Challenges in CPD Learning Implementation Faced by ELTs

The challenges were not from the system, rather a few were from the ELTs as well. They considered the class situation different to the situation described by the trainers. Sometimes, problems with management or resources were also mentioned as hindrances to CPD implementation. As RP: 5 SM says, "*I try to implement most of the training, but somehow with because, whenever we are in the classroom, the situation totally changes*." Such research participants considered such training impractical or not applicable. They considered if they followed CPD implementation, they might have been left behind in covering the SLOs or syllabus. As RP: 1 FT says, Let's talk about the training that I haven't learned or that was not helpful for me. Those trainings were about the things which were against (in-clash with) the real grounds. They gave us impractical practices that we couldn't use in class.

Though these ELTs didn't describe how these CPDs clashed with practical implications in their classrooms, they described it while mentioning the relevancy of CPDs with their classroom environment. While giving particular reference to PD conducted by Oxford University Press RP: 3 FTD says,

> *Some of them (trainings are fruitful), not all of them, especially the ones that Oxford University Press sent officials and personnel to, you know, so I found those very relevant and something that I could apply to my practical teachings.*

Overall, the fruitfulness and being less important have not been cleared by RPs yet, yet they declared these less practical on the whole. One of the major causes of such a situation is a lack of follow-up from school management or CPD providers.

Limited Follow-up of Workshops

It is in human nature, particularly among those people belonging to the context of this research, that they do this when they are either asked or it is expected that they will be asked. Otherwise, they let it remain as it is. The same was the case with the majority of the RPs of this research. They were also a bit lenient in getting the PDs applied in their practical teaching because either they were sure that they wouldn't be asked or they would be asked verbally. In other words, they were almost certain that they wouldn't be practically observed while teaching in their classrooms regarding the implementation of those PDs. Therefore, they just put the blame on school management that they were not being asked by anyone, including school administration like principals, section heads, or subject leaders/mentors. As RP: 7 AAM says, "*If I say it in a single sentence, there is no follow-up session." Yes, we are just being asked what did we learn from the session, but no one asks regarding the implementation of these sessions."*

Discussion

The purposes of present study are to explore the perceptions of ELTs teaching in CCs of rural Sindh, Pakistan regarding challenges faced by them in implementing the learning form PDs. Secondly to give solutions to let these challenges be faced by ELTs successfully. In this regard this chapter has been written to discuss the findings while comparing and contrasting the findings with the literature. In this regard, first there is need to understand perceptions. The sensory experiences of the world, known as perceptions, are divided into natural inspirations and responses to these inspirations (Alahmari, 2018). The perceptions of ELTs regarding CPDs are divided into two classes; few considered CPDs as their completion as ELTs, while others thought these CPDs were impractical.

One group of ELTs considered themselves incomplete teachers prior to such CPDs. They were of the view that it is because of such training that they are adding to the knowledge of the learners in all dimensions. In this way, this group considered CPDs as their guide throughout the process of teaching and learning. The same is also stated by Altınay et al. (2016) that training helps teachers overcome many learning issues at classroom levels. Such training should be combined with desired techniques to be implemented for the students' achievement and school performance.

According to one group of ELTs, these CPDs assisted them in lesson planning while adhering to SLOs, steps to take to achieve those SLOs and get the lesson plans implemented properly, and assessing both the learners' learning and the lesson plans' implementation. This group was also of the view that such training is highly helpful in the selection and application of the content related to EL teaching. In other words, this group rejected the traditional teaching of EL with the help of grammatical structures and increased or crammed vocabulary. Similarly,

Sargeant et al. (2018) stated that traditional approaches have not yielded as much and have been as frustratingly inefficient as the thousands of workshops and conferences that resulted in no significant change in hone when the instructors returned to their classrooms because instructors, as learners, are passive recipients of information.

Conclusion

This section of the study was designed to summarize the thesis, with special emphasis on situating the findings of the study within a pedagogical framework and providing some future recommendations. As the study focused on perceptions so after discussing continuous professional development and challenges faced by ELTs in the implementation of these PDs, research objectives and research questions have been properly written to explore the topic as much as possible. Later on, the problem statement was briefly explained to justify the topic's validity as a research study. Later on, the study's significance and limitations are briefly discussed.

While reviewing the literature, a proper description of the available literature regarding the study has been given. In particular, teachers' professional development from the perspective of the world as well as from Pakistan has been described with proper and recent references. Continuous professional development, models of CPDs, processes and functions of CPDs, rules and purposes of CPDs, and the nature of CPDs have been explained in detail. Last, challenges in the implementation of CPDs have been described along with global and Pakistani perspectives. The most recent trends in CPDs, as well as the research gaps that this study will fill, have been briefly discussed.

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