



TRANSFORMATIVE PROFESSIONAL DEVELOPMENT: ANALYZING THE MULTIFACETED IMPACT OF ELTRP-HEC ON ENGLISH TEACHERS' SKILLS AND PRACTICES

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Abstract

Despite increasing recognition of teacher professional development as a driver of educational quality, limited research examines the long-term, multifaceted impact of the English Language Teaching Reforms Project of the Higher Education Commission (ELTRP-HEC) on English teachers in Pakistan's public sector universities. This study aimed to evaluate ELTRP-HEC's influence on teachers' research competencies, pedagogical practices, and professional capacity-building. A qualitative design was employed, involving purposively selected participants who had engaged in ELTRP-HEC activities. Data were gathered through semi-structured interviews and analyzed thematically. The study holds significance as it provides evidence of transformative professional development in a developing country context, offering insights for policymakers and program designers. Findings revealed notable improvements in research skills, adoption of student-centered and active learning strategies, enhanced classroom management, and increased use of technology. Capacity-building was strengthened through specialized training, access to resources, mentorship, and leadership opportunities. The study concludes that ELTRP-HEC has fostered sustainable pedagogical change, professional growth, and institutional improvement, reinforcing the value of transformative approaches in teacher development.

Keywords: *Transformative Professional Development, ELTRP-HEC, Instructional Strategies, Teacher Capacity-Building, English Teachers, Skills, Practices*

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1. Introduction

The professional growth of teachers has long been regarded as a critical driver of educational quality, shaping not only classroom practices but also broader institutional cultures. In the past two decades, teacher professional development (PD) has evolved from sporadic, skills-based workshops toward sustained, collaborative, and reflective learning processes that integrate theory with practice. This shift reflects an understanding that the demands on teachers—particularly in higher education—require more than periodic training; they demand continuous engagement with new pedagogical knowledge, critical self-reflection, and the flexibility to adapt to changing educational contexts (Darling-Hammond et al., 2017). In the field of English Language Teaching (ELT), professional development assumes a particularly significant role, as English teachers are often at the forefront of navigating linguistic diversity, integrating technology, and implementing modern communicative approaches to meet diverse learner needs (Richards & Farrell, 2005).

In Pakistan, the Higher Education Commission (HEC) has identified English language proficiency and effective pedagogy as essential competencies for academic success and employability. Recognizing the need to improve the quality of English teaching at the tertiary level, HEC initiated the English Language Teaching Reforms Project (ELTRP), a nationwide program designed to enhance English teachers' professional competencies. ELTRP addresses critical challenges in the sector, including outdated teaching methodologies, limited access to contemporary teaching resources, and a lack of institutional platforms for collaboration. The program offers in-service teachers opportunities for structured training, collaborative material development, classroom-based research, and networking, thereby seeking to bridge the gap between international best practices and local classroom realities (Mahboob, 2017).

A distinctive feature of ELTRP is that its design aligns closely with the principles of Transformative Professional Development. Unlike conventional PD, which often focuses on the transmission of discrete teaching strategies, transformative professional development emphasizes deep, reflective change in teachers' beliefs, attitudes, and professional identities (Mezirow, 1997). It invites educators to critically examine their long-held assumptions, consider alternative pedagogical perspectives, and reframe their understanding of teaching in light of evolving student needs, societal expectations, and global educational trends (King, 2004). This process is not merely about adopting new techniques; it is about cultivating a mindset that embraces innovation, learner-centered approaches, and responsiveness to cultural and linguistic diversity.

Transformative professional development in ELT contexts often involves the integration of communicative and interactive teaching methods, the systematic use of reflective practice, and the adaptation of pedagogy to meet the needs of multilingual and multicultural classrooms. It prioritizes sustained engagement over one-off sessions, enabling teachers to connect theoretical frameworks with classroom realities, receive feedback from peers, and engage in professional dialogue that fosters long-term growth (Kagaba, 2025). In the ELTRP framework, these elements are evident in the encouragement of peer mentoring, collaborative lesson design, and teacher-led action research projects. Such features enable teachers not only to refine their technical skills but also to develop a stronger professional identity, grounded in a commitment to continuous improvement and responsiveness to learner needs.

The relevance of transformative PD in Pakistan's higher education context is underscored by the systemic challenges faced by English language educators. Many teachers work in environments where exposure to current ELT research and training is limited, where institutional support for experimentation and innovation is inconsistent, and where professional isolation is common. ELTRP provides a structured platform that addresses these issues by facilitating access to expert-led workshops, fostering collaboration across institutions, and creating avenues for resource sharing. This approach helps teachers to overcome the limitations of their immediate teaching contexts, while also building a professional community that can collectively advocate for improved teaching standards (Hord & Tobia, 2015).

A key strength of ELTRP lies in its potential to produce a multifaceted impact on participating teachers. The program's influence can be understood at several interconnected levels. At the cognitive level, teachers gain updated knowledge of language teaching theories, methods, and assessment strategies. At the practical level, they develop and implement more effective classroom techniques that enhance student engagement and learning outcomes (Sammel et al., 2014). At the affective level, participation often leads to increased confidence, motivation, and professional satisfaction. Finally, at the collaborative level, teachers expand their professional networks, engage in shared problem-solving, and contribute to a collective culture of learning within the higher education sector.

Despite these strengths, research on ELTRP has so far concentrated largely on its immediate or short-term outcomes, such as teachers' self-reported improvements in confidence or methodological awareness (Bashiruddin, 2013). Much less attention has been paid to the program's long-term influence on teaching practices, professional identity formation, and institutional change. Moreover, there is limited empirical analysis of how

ELTRP's transformative elements interact with the specific cultural, institutional, and policy contexts of higher education in Pakistan. Understanding these dynamics is important, as the sustainability of professional development outcomes depends on more than individual teacher change; it requires supportive institutional structures, ongoing opportunities for professional dialogue, and alignment with broader educational policies.

The concept of transformative learning, first articulated by Mezirow (1997), provides a useful theoretical lens for examining ELTRP's potential impact. Mezirow's theory emphasizes that transformative learning involves a shift in an individual's frame of reference through critical reflection on experiences, leading to more inclusive, discriminating, and integrative perspectives. When applied to professional development, this perspective suggests that meaningful change occurs when teachers not only acquire new knowledge but also engage in the reflective processes that enable them to question and revise their existing beliefs and practices. ELTRP's emphasis on collaborative inquiry, reflective journaling, and teacher-led projects reflects these transformative principles, positioning it as more than just a skills-upgrading initiative—it is a catalyst for deep professional renewal (Lee, 2024).

In light of the evolving demands on higher education teachers and the centrality of English language proficiency in academic and professional domains, examining ELTRP through the lens of transformative professional development offers valuable insights. Such an analysis can reveal the extent to which the program fosters sustainable changes in teaching practices, strengthens professional identity, and builds institutional capacity for continuous improvement. It can also shed light on the contextual factors that facilitate or hinder transformative outcomes, informing future policy and program design. Ultimately, understanding the multifaceted impact of ELTRP is not only relevant for evaluating the program's effectiveness but also for contributing to broader discussions about how to design and implement professional development initiatives that lead to lasting, meaningful change in education systems.

1.1. Research Questions

- How has the ELTRP-HEC influenced the research competencies of English teachers in public sector universities.
- In what ways has the ELTRP-HEC contributed to changes in instructional strategies, classroom management, and student engagement among English teachers?

- How has the ELTRP-HEC supported the overall professional capacity-building of English teachers through training, resources, mentorship, and leadership opportunities?

1.2. Research Objectives

- To evaluate the impact of the ELTRP-HEC on enhancing the research skills and scholarly confidence of English teachers in public sector universities.
- To examine the program's role in transforming pedagogical practices, lesson planning, and classroom management for improved student learning outcomes.
- To assess how ELTRP-HEC initiatives—such as workshops, grants, mentorship, and technology integration—have contributed to the professional growth and leadership capacity of English teachers.

1.3. Significance of the Study

This study holds significance as it provides a comprehensive evaluation of the ELTRP-HEC's role in enhancing both the research competencies and pedagogical practices of English teachers in public sector universities. By examining its multifaceted impact—ranging from research skills development to instructional innovation and professional growth—it offers valuable insights for policymakers, program designers, and educators. The findings will help refine future professional development initiatives, ensuring they are more targeted, sustainable, and responsive to teachers' needs. Additionally, the study contributes to the academic discourse on transformative professional development in developing contexts, highlighting effective strategies for capacity building in higher education. Ultimately, it underscores the link between teacher development and improved student learning outcomes.

2. Research Methodology

This study employed a qualitative research design using a thematic analysis approach to explore the multifaceted impact of the English Language Teaching Reforms Project of the Higher Education Commission (ELTRP-HEC) on English teachers' skills and practices in public sector universities. The qualitative design was selected to capture in-depth insights from participants, focusing on their lived experiences and perceptions of the program's outcomes. This approach allowed the researcher to identify patterns, themes,

and relationships between research skill development, pedagogical transformation, and professional capacity building.

2.1. Population and Sample

The target population for this study comprised English language teachers working in public sector universities in Pakistan who had participated in ELTRP-HEC initiatives. The sample included 20 participants, selected using purposive sampling to ensure they met specific criteria:

- Participation in at least one ELTRP-HEC training, workshop, or development activity.
- Active engagement in teaching English at the tertiary level.
- Willingness to share their experiences regarding the program's impact.
- This sample size allowed for detailed qualitative exploration while maintaining manageability for in-depth analysis.

2.2. Data Collection Instrument

The primary instrument for data collection was a semi-structured interview guide developed by the researcher. The guide contained open-ended questions designed to elicit comprehensive responses on the following areas:

- Enhancement of research skills (e.g., proposal writing, data analysis, literature review, publication).
- Changes in instructional strategies, lesson planning, and classroom management.
- Perceived improvements in pedagogical expertise and professional capacity.
- Influence of ELTRP-HEC on technology integration, student engagement, and multicultural awareness.
- The semi-structured format provided flexibility to probe for further details while maintaining consistency across interviews.

2.3. Data Collection Procedure

Interviews were conducted face-to-face and via online video conferencing platforms to accommodate participants' schedules and locations. Each interview lasted between 45–60 minutes and was recorded with participants' consent for accurate

transcription. Participants were assured of confidentiality and informed that their identities would be anonymized in the final report.

2.4. Data Analysis

Thematic analysis, as outlined by Braun and Clarke (2006), was used to analyze the data. This involved six steps:

- Familiarization with the data through repeated reading of interview transcripts.
- Generating initial codes by identifying significant statements and recurring concepts.
- Searching for themes by grouping related codes into broader categories.
- Reviewing themes to ensure they accurately reflected the data.
- Defining and naming themes to capture their essence.

Producing the report by integrating thematic findings with illustrative participant quotations.

Themes such as Research Workshops and Training, Student-Centered Instruction, Technology Integration, Effective Classroom Management, Professional Networking, and Leadership Development emerged from the analysis, reflecting the program's multidimensional impact.

2.5. Trustworthiness of the Study

To enhance credibility, member checking was employed by sharing preliminary findings with participants for validation. Triangulation was achieved by comparing participant responses with program documentation and training materials. Peer debriefing with fellow researchers helped ensure objectivity in interpreting data. Thick description was provided to allow readers to assess transferability to similar contexts.

2.6. Ethical Considerations

Ethical approval was obtained prior to data collection. Participants provided informed consent and were informed about the study's purpose, procedures, potential risks, and benefits. They were assured that participation was voluntary and that they could withdraw at any stage without penalty. Data was securely stored and accessible only to the researcher.

3. Analysis

This chapter presents the analysis of data collected to explore the multifaceted impact of the English Language Teaching Reforms Project of the Higher Education Commission (ELTRP-HEC) on English teachers in public sector universities. Guided by the study's three core research questions, the analysis examines how the program has influenced teachers' research competencies, transformed instructional strategies and classroom management practices, and supported overall professional capacity-building.

The findings are organized thematically, drawing on participant narratives and frequency counts to highlight the most significant patterns emerging from the data. Through thematic analysis, the study identifies concrete ways in which ELTRP-HEC has contributed to teachers' professional growth, not only in technical skill development but also in fostering reflective, student-centered, and innovative teaching practices.

The first section focuses on the enhancement of research skills, including proposal writing, literature review, data analysis, and dissemination of scholarly work. The second examines pedagogical transformation, emphasizing active learning, technology integration, differentiated instruction, and improved classroom management. The third addresses capacity-building efforts, highlighting specialized training, access to resources, mentorship, professional networking, and leadership opportunities. Together, these findings offer a comprehensive understanding of ELTRP-HEC's role as a transformative professional development initiative in Pakistan's higher education context.

3.1. How Has the ELTRP-HEC Enhanced the Research Skills of English Teachers in Public Sector Universities?

Theme	Frequency (Number of Participants)	Interpretation
Research Workshops and Training	18	The majority of participants (18 out of 20) mentioned that the ELTRP-HEC enhanced their research skills by organizing research workshops and providing specialized training in research methodologies.
Research Guidance and Mentoring	16	16 participants reported receiving research guidance and mentoring from experienced researchers as part of the program. This support was instrumental in improving their research skills.

Access to Research Resources	14	14 participants appreciated the program's provision of access to research resources, such as online databases, academic journals, and library facilities, which facilitated their research work.
Research Proposal Development	12	12 participants mentioned that the ELTRP-HEC assisted them in developing research proposals for their projects. They learned how to structure and present their research ideas effectively.
Data Analysis and Interpretation	10	10 participants highlighted gaining skills in data analysis and interpretation through the program. They learned how to analyze research data using appropriate statistical methods.
Literature Review and Citations	15	15 participants learned about conducting literature reviews and proper citation practices. They developed skills in critically analyzing existing research and appropriately citing scholarly sources.
Collaborative Research Opportunities	8	8 participants had the opportunity to collaborate on research projects with peers and experienced researchers, which broadened their research perspectives and improved their teamwork skills.
Research Presentation Skills	13	13 participants reported that the program focused on improving their research presentation skills. They learned how to effectively communicate research findings in academic and professional settings.
Publication and Dissemination	9	9 participants appreciated the program's emphasis on research publication and dissemination. They were encouraged to share their research work through conferences, journals, and other platforms.
Increased Research Confidence	19	Nearly all participants (19 out of 20) expressed increased confidence in their research skills after participating in the ELTRP-HEC. They felt better equipped to engage in scholarly research endeavors.

The ELTRP-HEC has greatly improved the research abilities of English teachers in public sector universities, according to the thematic analysis of the data from the interview samples. The training reportedly improved the participants' research skills in various ways, according to the participants.

Their research abilities were greatly enhanced through workshops and specialized training, which gave them insights into research approaches and techniques. Participants appreciated the advice and mentoring from seasoned researchers, which enabled them to complete their research projects successfully.

The program's available research resources, such as Internet databases and scholarly publications, aided their research projects and literature evaluations. The participants learned how to create research projects, analyze data, and evaluate conclusions.

Opportunities for collaborative research allowed participants to work on research projects with other participants and seasoned researchers, promoting a collaborative research culture.

The participants' research presentation abilities increased, allowing them to deliver their research findings in academic and professional settings successfully. Additionally, the program strongly emphasized the publication and dissemination of research, encouraging participants to share their findings with the larger academic community.

The thematic analysis shows that the ELTRP-HEC's emphasis on developing research skills has helped raise English teachers' research confidence in public sector institutions.

3.2. What Changes have you Observed in Teachers' Instructional Strategies, Lesson Planning, and Classroom Management after Participating in ELTRP-HEC Activities?

Theme	Frequency (Number of Participants)	Interpretation
Incorporation of Active Learning	17	The majority of participants (17 out of 20) reported that teachers incorporated more active learning strategies in their classrooms after participating in ELTRP-HEC activities.

Student-Centered Instruction	16	16 participants observed a shift towards student-centered instruction. Teachers started considering students' needs and interests, fostering a more engaging and personalized learning environment.
Use of Technology in Teaching	15	15 participants noticed an increased use of technology in teaching. Teachers integrated digital tools and multimedia resources to enhance lessons and engage students effectively.
Differentiated Instruction	14	14 participants reported observing differentiated instruction in classrooms. Teachers tailored their lessons to accommodate diverse learning styles, abilities, and academic needs of students.
Implementation of Active Learning Methods	13	13 participants highlighted the implementation of specific active learning methods, such as group discussions, peer teaching, and hands-on activities, to make lessons more interactive and dynamic.
Improved Lesson Planning and Design	18	Nearly all participants (18 out of 20) noticed improvements in teachers' lesson planning and design. After ELTRP-HEC activities, lessons became more organized, coherent, and aligned with objectives.
Effective Classroom Management	19	19 participants observed more effective classroom management strategies. Teachers established clear routines, maintained an orderly environment, and employed positive behavior management techniques.
Enhanced Student Engagement	20	All 20 participants noted an increase in student engagement in classrooms. Teachers' use of interactive methods and varied instructional approaches contributed to higher student involvement in learning.
Integration of Multicultural Perspectives	10	10 participants observed teachers integrating multicultural perspectives into their instruction. Lessons included diverse cultural references and materials

Increased Focus on Assessment	12	to promote global awareness and understanding. 12 participants noticed an increased focus on assessment. Teachers employed formative assessments to monitor student progress and used assessment data to adapt their instructional strategies.
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According to the thematic analysis of the interview data, participating in ELTRP-HEC activities has led to favorable changes in teachers' instructional practices, lesson preparation, and classroom management.

Lessons are now more dynamic and interesting for pupils because teachers have integrated more active learning techniques. Teachers are increasingly focusing their lessons on the needs and interests of their pupils in a practice known as student-centered instruction.

The use of technology in education has grown, improving the learning opportunities for pupils. Teachers have embraced differentiated instruction to meet their students' varied learning needs.

Teachers have introduced specialized active learning techniques like group discussions and hands-on activities to increase student involvement in the learning process.

The organization, coherence, and alignment of teachers' lesson planning and design with learning objectives were highlighted by participants as important improvements.

Effective classroom management techniques have improved, creating situations conducive to learning.

Students are now more active in their learning due to teachers' attempts to increase student engagement.

Teachers have included multicultural perspectives in the curriculum, helping students become more aware of the world and its cultures.

Teachers now place more emphasis on assessment, using formative evaluations to track students' development and modify their teaching methods as necessary.

The ELTRP-HEC activities have positively impacted instructors' instructional strategies, lesson preparation, and classroom management, according to the thematic analysis, which has led to better student learning experiences.

3.3. How do Teachers Perceive the Impact of the ELTRP-HEC on Their Overall Pedagogical Expertise and Teaching Effectiveness?

Theme	Frequency (Number of Participants)	Interpretation
Enhanced Pedagogical Expertise	19	The majority of participants (19 out of 20) reported an enhancement in their pedagogical expertise after participating in the ELTRP-HEC. They perceived a positive impact on their teaching skills and knowledge.
Improved Teaching Strategies	18	18 participants mentioned the use of improved teaching strategies in their classrooms. They felt more confident in implementing innovative methods that engaged students and improved learning outcomes.
Better Classroom Management	14	14 participants observed better classroom management skills after participating in ELTRP-HEC activities. They could maintain an organized and focused learning environment, resulting in smoother lessons.
Increased Use of Active Learning	17	17 participants reported an increased use of active learning techniques in their teaching. They integrated interactive activities that encouraged student participation and made lessons more dynamic.
Learner-Centered Approach	16	16 participants expressed a shift towards a learner-centered approach. They focused on understanding individual student needs and interests, tailoring instruction to maximize student engagement and learning.
Confidence in Technology Integration	12	12 participants felt more confident in integrating technology in their teaching. ELTRP-HEC activities provided them with

		the necessary skills to effectively use digital tools and resources for instruction.
Improved Assessment Practices	13	13 participants noticed an improvement in their assessment practices. They were able to design and implement effective assessments that aligned with learning objectives and provided valuable feedback to students.
Enhanced Professional Networking	10	10 participants highlighted the opportunities for professional networking through ELTRP-HEC. They connected with peers and experts, exchanging ideas and experiences that enriched their teaching practices.
Appreciation for Professional Development	11	11 participants expressed appreciation for the value of continuous professional development. ELTRP-HEC motivated them to be lifelong learners and continuously seek ways to improve their pedagogical skills.
Positive Impact on Student Learning	20	All 20 participants perceived a positive impact on student learning. They believed that their improved pedagogical expertise and teaching effectiveness led to enhanced student engagement and academic growth.

Teachers believe that the ELTRP-HEC has a good effect on their overall pedagogical knowledge and teaching effectiveness based on the thematic analysis of the data from the interview.

Most participants stated that their pedagogical knowledge had improved, proving that the program positively impacted their professional development and teaching abilities.

Teachers reported utilizing superior teaching techniques that motivated students and produced higher learning results. They felt more prepared to run their classrooms and foster a positive learning environment efficiently.

Teachers' practices reflected the program's emphasis on active learning strategies, using interactive activities to encourage student participation.

Teachers increasingly emphasized a learner-centered approach, concentrating on comprehending the needs and interests of each student to customize instruction.

Teachers' confidence in incorporating technology into their lessons increased due to their participation in ELTRP-HEC events, enabling them to use digital tools and resources effectively.

As a result of establishing tests aligned with learning objectives and giving students useful feedback, teachers noted improvements in their assessment procedures.

Through ELTRP-HEC's professional networking opportunities, teachers could engage with peers and subject matter experts, building a community of collaborative learners.

Clearly, the program affected instructors' appreciation of ongoing professional development because they adopted a lifelong learning mentality.

Finally, teachers felt that their improved pedagogical knowledge and teaching competence favorably affected students' learning.

The overall conclusion of the theme analysis is that teachers acknowledge the ELTRP-HEC's contribution to their professional development and its beneficial effects on their instructional strategies and student learning results.

3.4. How has the ELTRP-HEC Focused on Building the Capacity of English Teachers in Public Sector Universities?

Theme	Frequency (Number of Participants)	Interpretation
Specialized Workshops and Training Sessions	19	The majority of participants (19 out of 20) mentioned attending specialized workshops and training sessions as part of the ELTRP-HEC. These sessions focused on building their capacity in various areas of English language teaching.
Research and Professional Development Grants	15	15 participants reported receiving research and professional development grants through the ELTRP-HEC. These grants provided financial support for attending conferences, workshops, and conducting research.

Access to Teaching Resources and Materials	17	17 participants highlighted that the program provided access to teaching resources and materials. They were given access to online libraries, language labs, and multimedia resources to enhance their teaching capacity.
Mentorship and Coaching	12	12 participants mentioned receiving mentorship and coaching from experienced educators. This support helped them improve their teaching skills and implement effective instructional strategies.
Peer Learning and Collaboration	16	16 participants appreciated the opportunities for peer learning and collaboration facilitated by the ELTRP-HEC. They engaged in group discussions, shared best practices, and learned from their colleagues.
Classroom Observations and Feedback	14	14 participants experienced classroom observations and received constructive feedback from supervisors and peers. This helped them identify areas for improvement and refine their teaching techniques.
Technology Integration Support	11	11 participants received support for integrating technology into their teaching. ELTRP-HEC offered training on using digital tools and platforms effectively to enhance their instructional practices.
Language Proficiency Enhancement	13	13 participants benefited from language proficiency enhancement programs. They improved their English language skills, enabling them to deliver better instruction and communicate effectively with students.
Focus on Inclusive and Multicultural Education	10	10 participants appreciated the program's focus on inclusive and multicultural education. ELTRP-HEC encouraged them to create an inclusive learning environment that respects and values diversity in the classroom.
Leadership and Professional Growth	9	9 participants mentioned leadership and professional growth opportunities provided by the ELTRP-HEC. They had the chance to take on leadership roles, engage in educational research, and pursue career advancement.

The ELTRP-HEC has concentrated on developing the capacity of English teachers in public sector universities through various tactics in light of the thematic analysis of the interview data.

Specialized seminars and training sessions significantly aided the development of teachers' abilities. These courses helped teachers learn new techniques and abilities by covering various topics about teaching English as a second language.

Grants for research and professional development helped teachers advance professionally by providing financial assistance to attend conferences, workshops, and research.

Their ability to teach instructional materials was enhanced by access to teaching tools and materials, such as online libraries and multimedia resources.

Teachers were assisted in developing their pedagogical abilities and implementing successful classroom practices through mentoring and coaching from veteran educators.

Teachers could share best practices, learn from one another, and promote a collaborative learning environment through chances for peer learning and collaboration.

Teachers were able to identify areas for development and improve their teaching methods thanks to observations and comments from students.

Supporting teachers in integrating technology improved their ability to use digital tools in the classroom and increased student engagement.

Teachers' English language abilities were boosted via language proficiency development programs, which helped them give better education and communication.

The program's emphasis on multicultural and inclusive education inspired teachers to establish a welcoming learning atmosphere that values diversity.

Teachers could take on leadership responsibilities, participate in educational research, and pursue career progression because of leadership and professional development opportunities.

Overall, the theme analysis shows that the ELTRP-HEC has succeeded in increasing the ability of English teachers in public sector institutions through a thorough approach that includes workshops, grants, resources, mentorship, and support for language and technological skills.

4. Conclusion

The analysis of findings from this study underscores the transformative role of the English Language Teaching Reforms Project of the Higher Education Commission (ELTRP-HEC) in enhancing the professional competencies of English teachers in Pakistan's public sector universities. Across all thematic areas, the program has demonstrated its ability to foster long-term, multifaceted growth that extends beyond traditional professional development models.

In terms of research competencies, the ELTRP-HEC has substantially improved teachers' capacity to engage in scholarly work. The majority of participants reported that workshops, specialized training sessions, and access to research resources significantly strengthened their abilities in proposal development, literature review, data analysis, and scholarly writing. Mentorship from experienced researchers and opportunities for collaborative projects not only improved technical skills but also instilled greater confidence to present, publish, and disseminate research findings. This focus on building research capacity has expanded teachers' professional profiles and encouraged their active participation in the academic community.

Pedagogically, the program has contributed to notable changes in instructional strategies, classroom management, and student engagement. Teachers increasingly employ student-centered and active learning approaches, integrating technology, differentiated instruction, and multicultural perspectives into their lessons. Lesson planning has become more structured, coherent, and aligned with learning objectives. Enhanced classroom management practices have fostered positive learning environments, while the greater use of formative assessment has supported more responsive and adaptive teaching. These shifts have collectively contributed to higher levels of student participation and improved learning outcomes.

Capacity building has been another key area of ELTRP-HEC's success. Specialized workshops, research and professional development grants, and access to teaching materials have given teachers the tools they need to enhance their practice. Mentorship, peer learning opportunities, and constructive feedback from classroom observations have further strengthened teaching quality. The program's emphasis on technology integration, language proficiency, inclusive education, and leadership development has broadened teachers' professional scope, equipping them to take on greater institutional responsibilities and engage in continuous improvement.

An important outcome evident from the findings is the cultivation of a professional culture rooted in collaboration, reflection, and lifelong learning. The ELTRP-HEC has inspired teachers to see professional development as an ongoing process rather than a one-time event. This change in mindset is critical for sustaining the improvements achieved and ensuring that they translate into lasting institutional benefits.

Overall, the findings affirm that ELTRP-HEC serves as a model of transformative professional development by addressing multiple dimensions of teacher growth—cognitive, practical, affective, and collaborative. Its comprehensive and context-sensitive approach has not only elevated individual teaching performance but also contributed to strengthening institutional capacity in Pakistan's higher education sector. The program's success demonstrates that well-designed professional development initiatives, grounded in transformative learning principles, can produce sustainable and wide-ranging benefits for teachers, students, and the educational system as a whole.

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