

Professionalism of ELT Practitioners in Sri Lankan Contexts: A Study with Special Reference to Schools in the Anuradhapura District

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Professionalism in English Language Teaching (ELT) has emerged as a cornerstone of effective education worldwide; however, its implications in rural contexts remain underexplored. This study, titled “*Professionalism of English Language Teaching (ELT) Practitioners in Sri Lanka, with Special Reference*”, investigates the complexities of professionalism among ELT practitioners working within socio-culturally diverse and resource-constrained environments. Adopting an interdisciplinary perspective, the research examines how professionalism influences teaching efficacy, teacher qualities, student outcomes, and broader educational objectives. A qualitative research design was employed to provide a holistic understanding of professionalism in Sri Lankan ELT contexts. Data were collected through semi-structured interviews, classroom observations, focus group discussions, and document analysis, using purposive sampling techniques. Thematic analysis was applied to identify recurring patterns and insights. Ethical rigor was ensured through informed consent, confidentiality, and voluntary participation. The study specifically addresses key research questions regarding the definition of professionalism, its essential components, and the challenges encountered by ELT practitioners. The findings reveal a complex interplay between professionalism and local educational contexts, highlighting gaps in professional development, technology integration, and ethical practices. The study emphasizes the need for contextualized teacher training, policy reforms, and continuous professional development initiatives to address these challenges. By offering practical and context-specific insights, this research contributes to the global discourse on ELT professionalism while providing tailored solutions for rural Sri Lankan educators.

Keywords: *ELT Practitioners, ELT professionalism, professional development, teacher training*