

Professional Development and ESL Teachers' Career Enhancement

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Abstract - A broader understanding of English as Second Language (ESL) teachers' need to undertake PD is the key to provide them better outcomes from the available professional development (PD) activities. A qualitative investigation was undertaken with ten ESL teachers of a government university in Sri Lanka to identify the significance of PD for their career trajectories. The study used semi-structured interviews to gather data and Thematic Analysis for data analysis. The research findings situated PD as the key for teachers' career growth enabling the institutions to achieve their goals, maintain ongoing operations and obtain optimum application of teachers' potential. The findings also demonstrated PD as a way for improving teachers' professional capital providing them the opportunity to enrich their professional growth and enhance their effectiveness and validity in the employment market. Although sponsored PD driven by managerialism was mostly supportive for teachers' career enhancement independent PD can also facilitate this outcome.

Keywords - professional development, career goals, perceptions, managerialist, democratic

I. INTRODUCTION

PD activities are important to ESL teachers in the university sector in Sri Lanka for their individual and professional growth, and heightening students' English language proficiency (Abeywickrama, 2019; Abeywickrama & Ariyaratne, 2020; Abeywickrama, 2020). As graduates with better English language skills mostly have the opportunity to secure career opportunities in the Sri Lankan employment market upon their graduation (World Bank, 2005, 2009), ESL teachers in the universities are responsible for improving their students' English language competence. The literature also strongly validates that the provision of productive PD opportunities for teachers is essential to enrich students' learning outcomes (Coldwell, 2017; Diaz-Maggioli, 2004; Mohan, Lingam, & Chand, 2017; Mushayikwa & Lubben, 2009; Saberi & Sahragard, 2019; Sixel, 2013; Tan, Chang, & Teng, 2015; Villegas-Reimers, 2003). Therefore, policy makers and governing institutions are increasingly pressuring ESL teachers to attend diverse PD activities in order to make effective their teaching practices through the learning from such programs.

Despite the well-established connection between teacher PD and student attainment, yet researchers are examining the intersection between PD and student learning outcomes. Specifically, the relationship between PD and teachers' career enhancement has not been subject to adequate attention and

discussion (Coldwell, 2017). As such, the extent to which teachers are aware of the need to engage constructively in PD activities to develop their career growth has become a question. The overarching aim of this study is to identify ESL practitioners' conceptions so as to uncover the implications of PD for their career trajectories and thereby providing them meaningful outcomes from the existing PD opportunities.

A career, as theorized by Hall (1987), is "the sequence of individually perceived work-related experiences and attitudes that occur over the span of a person's work life" (p. 1). Researchers have defined career development in many ways and use a number of theories to support them (Egan, Upton, & Lynham, 2006). For instance, Social Cognitive Career Theory (SCCT) recognizes self-efficacy, expected outcomes and individual goals as the three main dynamics of career development (Egan et al., 2006). Whereas for Katzell (1964), career enhancement is an ongoing process in which a person develops potential to be familiarized with concepts about individual self, his environment that include his occupations, and ability to make career decisions. These definitions demonstrate that teachers' career development has a special significance to their professional practice.

II. THEORETICAL FRAMEWORK

The theory of constructivism is increasingly being used in research in education to demonstrate strong capacity of constructivist principles to facilitate teacher learning via PD initiatives (Abdal-Haqq, 1998; Cárdenas, González, & Álvarez, 2010). Constructivism has strong connections with two broad interpretations- *psychological constructivism* broadly linked with Jean Piaget (1896-1980), and *social constructivism* mostly related to Lev Vygotsky (1896-1934). The current study used both psychological and social constructivism to demonstrate potential of PD activities to produce new knowledge with the support of teachers' prior knowledge and social interactions respectively.

Psychological constructivism which clarifies the nature of knowledge and peoples' potential to become "empowered learners" is considered a learning or meaning-making theory (Cannella & Reiff, 1994, p. 28). It explains human beings' capability to construct new perspectives or knowledge integrating their existing knowledge and understandings (Black & Ammon, 1992; Cannella & Reiff, 1994; Richardson, 1997). Vygotsky's Zone of Proximal Development (ZPD), on the other hand, is a socio cultural theory that promotes

“situated learning” (Shirazi, Bagheri, Sadighi, & Yarmohammadi, 2013, p. 182). This refers to a “theoretical focus on interactive systems that are larger than the behavior and cognitive processes of an individual agent” (Greeno, 1998, pp. 5-6). This means that learning could not take place out of context whereas it is considered to be reactive to the situation where learning occurs and specific interactions utilized to promote it (Putnam & Borko, 2000). Thus, it is argued that new knowledge can be gained (Shirazi et al., 2013, p. 182) “through nurturing teacher social interaction as a basis for movement towards ZPD”. This demonstrates that “a successive series of reflection and application within a teacher’s ZPD”, could result in constructing new knowledge (Mak, 2010, p. 399). Given this background, researchers are likely to employ the theory of constructivism to demonstrate the capability of constructivist principles to empower teacher learning and efficacy via PD activities (Abdal-Haqq, 1998; Cárdenas et al., 2010).

In constructivist context, activities that involve active engagement (Abdal-Haqq, 1998), reflection, inquiry (Cárdenas et al., 2010; Núñez Pardo & Téllez Téllez, 2015) and communities of practice (Cornu & Ewing, 2008) are usually encouraged. The collaborative nature of these activities enable teachers to be identified as professionals and adult learners (Abdal-Haqq, 1996), and provide greater understanding and better internalization than traditional methods (Abdal-Haqq, 1998, p. 1). Per se, “constructivist PD” can be considered ‘fitting through the lens of the emergent paradigm’ (Pitsoe & Mailla, 2012, p. 320). Given this background, adherence to constructivist ideologies can create a greater impact on facilitating teachers’ career development.

III. IMPLICATION OF PD FOR PROFESSIONAL CAPITAL

In recent years, PD providers and policy designers are largely focussing on enriching teachers’ professional capital through PD (Abeywickrama, 2019). As conceptualized by Hargreaves and Fullan (2012), teacher professional capital comprises three key constituents; (a) human capital, skills set required for practicing as a teacher, (b) social capital, maintaining collaborative learning environment, and (c) decisional capital, ability and autonomy in making decisions relating to their practices. Along with the content and pedagogical knowledge, human capital encompasses teachers’ “understanding the diverse cultural and family circumstances that students come from ...and having the emotional capabilities to empathize with diverse groups of children” (Hargreaves & Fullan, 2012, p. 89). This means that practitioners should develop the capability for recognizing learners’ individual differences and how to cater for their social and economic needs as such factors can also impede students’ performance in a classroom (Abeywickrama, 2019).

In recent days, as West (2017) argues, enriching teachers’ social capital is also vital to collaboratively achieve course instructional objectives, thus, PD providers are attempting to place practitioners in professional learning communities. For

researchers, a teacher cannot effectively utilize human capital to heighten his/her professional practice unless he/she has adequate social capital (Hargreaves & Fullan, 2012). Most importantly, teachers who have less human capital can considerably enhance their professionalism by associating practitioners with higher social capital rather than collaborating with those who have lower social capital (Hargreaves & Fullan, 2013). As Hargreaves and Fullan (2013) argue, teachers’ three career phases- initial career (1-3 years of teaching), later years (3-22 years of experience), and 22 years and onwards- mostly determine their decision capital, especially after 22 years teaching experience, teachers tend to demonstrate comparatively lower decision capital given their family commitments, that largely impact on their autonomy and agency.

This indicates that professional capital can empower teachers to develop strong confidence and actively find opportunities for meaningful learning, and operate as agents to assess the policies and practices that can affect their profession (Nolan & Molla, 2017). Specifically, in the knowledge-based global economy where “managerialist discourses of performativity” (Liyanage, Walker, & Singh, 2015, p. 487) challenges teacher professional communities and their values, and disengages knowledge from people and places it as a profitable commodity, professional capital can play a significant role. As Luke (2004) claims, PD has special implication for the improvement of ESL teachers’ professional capital because English is now functioning as the world lingua franca empowering them to network and cooperate with other practitioners, researchers and scholars in the world irrespective of national and international boundaries

IV. SPONSORED AND INDEPENDENT PD

Teachers have opportunities to develop their knowledge, skills and professional standards through sponsored and independent PD activities (Abeywickrama, 2019; Abeywickrama & Ariyaratne, 2020). Sponsored PD is usually controlled by managerialism that decides “professional standards” and “the content and aims of PD programs” (Evans & Esch, 2013, p. 137). Managerialist principles often consider: (a) hierarchal decision-making, (b) applying standards and criteria to evaluate teachers and students’ work, (c) meeting financial goals, (d) searching for opportunities in varied employable markets, and (e) positioning teaching and learning a trade (Bolam, 2000; Deem & Brehony, 2005; Skinner, Leavey, & Rothi, 2019).

Independent PD, in contrast, has a broader connection with teacher-centred initiatives driven by democratic professionalism that places teachers’ goals, values and needs as the primary constituents (Abeywickrama, 2019; Abeywickrama & Ariyaratne, 2020). As Sachs (2001) argues, democratic professionalism situates teachers in a way they nurture collaborative learning among practitioners and agencies in the industry thus, they could serve the entire education system not only to the students they teach. This

means that teachers are professionally and ethically responsible to provide their service to students, institutions, communities, and specifically, to themselves as a distinctive skilled group via their collaborative practices (Day & Sachs, 2004). Through democratic professionalism, teachers can also have the opportunity to recover, recreate and refurbish their professional rights that could later ensure their professional identity in the community (Whitty, 2000). On the contrary, in the managerialist context, industrial values are prioritized over teachers' individual identities (Bloomfield, 2006; Skinner et al., 2019). Conversely, this does not indicate that the contribution of managerialist regulations to develop teacher professional identity is insignificant (Sachs, 2001).

Current investigations are increasingly studying to which extent independent PD supports ESL teachers' professional growth and classroom practices, this is mainly because the trend in ESL teacher PD is moving to from an "outsider [to an] insider" approach (Richards & Farrell, 2005, p. 13). In the outsider practice, what teachers apply in their classroom contexts is always determined by the expert knowledge and educational theories and practices however, the insider approach facilitates practitioners to identify their individual needs and experiment with their own knowledge and conceptions (Admiraal et al., 2016). Notably, practitioner-led learning that originates from theories on adult learning, demonstrates autonomy in teachers' individual progress and their desire to operate as "active agents" (Louws, Meirink, Veen, & Driel, 2017, p. 172) in their professional growth.

In light of this, researchers strongly argue on how to offer PD to teachers: as mandatory or voluntary activities (Tan et al., 2015). As Fischer (2000) underscores, it is important to undertake PD activities without institutional pressure in real learning environment in order to gain more meaningful outcomes from PD and develop lifelong learning interest in teachers. However, on the other hand, institutional intervention for PD could not be disregarded as institutions can contribute through meaningful input to design productive PD opportunities for practitioners (Bozat, Bozat, & Hursen, 2013; Gurney, Liyanage, & Gharachorloo, 2014). Especially, such contribution can facilitate teachers to perceive the implication of PD for their classroom practices and provide them opportunities to align with the improvements and change in the industry (Gurney, Liyanage, & Haung, 2018).

In fact, teachers are not always potential to introduce productive and valuable changes to their classroom teaching only through the knowledge and skills they acquire via independent learning (Morgan, 2010). Given that, PD providers and policy makers increasingly force teachers to comply with institutional protocols and conventions through sponsored PD activities (Abeywickrama, 2019). Critically, these requirements would cause teachers to disengage or completely be away from institutionally sponsored PD activities (Tan et al., 2015). As Gurney and Liyanage (2015) argue, conformity with these necessities may eventually reflect on teachers' "learning, agency and identity" (p. 5).

Although sponsored and independent PD have "overlapping, inseparable and sometimes uneasy" relationship to which extent teachers participate in them is determined by their individual goals and willingness to improve their personal and professional growth (Gurney & Liyanage, 2016, p. 1). This means that when PD lies in teachers' individual characters they are no longer be influenced through regulations (Ewing, Smith, Anderson, Gibson, & Manuel, 2004).

V. METHOD

This qualitative research used case study approach to retain quality, validity, contribution and relevance (Chapelle & Duff, 2003; Patton, 2002). Rather than considering the phenomena as units, this investigation examined the case broadly (Ary, Jacobs, Sorensen, & Warker, 2014) and "holistically" (Patton, 2002, p. 55) in participants' real work place context in order to identify the situation through their individual perceptions (Gajadeera, 2006; Zadrozny, Mcclure, Lee, & Jo, 2016). This investigation included ten ESL teachers working in [Name of the department], of a government university in Sri Lanka. Purposeful sampling method was applied to choose information-rich cases so as to develop in depth analysis.

The study used semi-structured interviews as the method of data collection and each participant was interviewed for 40-60 minutes in length. In comparison with other methods, this instrument provided a broader adaptability and depth (Burns, 2000; Cohen & Manion, 1994; Hitchcock & Hughes, 1995; Zacharias, 2012) thus, the inquirer could manage the interview so as to gain unforeseen results, stimulate respondents for more elaborate answers and understand their explanations for such reactions (Ashworth & Lucas, 2000; Cohen & Manion, 1994). The study did not set minimum qualifications or experience for participants. Nonetheless, all participants had post-secondary and postgraduate qualifications i.e. masters or PhDs. The participant group, seven females and three males consisted of both novice and experienced ESL teachers. In the sample, except Participant 2, who spoke Tamil as L1 all others' L1 is Sinhala whereas all participants' L2 is English.

The research utilized Braun and Clarke's (2006) inductive approach of Thematic Analysis (TA) as the tool for recognizing, analyzing and interpreting data. As indicated in the literature, TA was broadly used in research in education during the last decade (Coldwell, 2017; Crowe, Inder, & Porter, 2015; Liyanage & Bartlett, 2010; Skinner et al., 2019; Tuckett, 2005). The six key stages of TA: (a) familiarizing with data; (b) generating initial codes; (c) searching for themes; (d) reviewing themes; (e) defining and naming themes; and (f) producing the report (Braun & Clarke, 2006), broadly contributed to identify and document the implication of PD activities: independent and sponsored for teachers' career enhancement.

The first step of TA was to familiarize and internalize data by reading the transcribed interview texts. This was achieved through importing interview transcriptions into NVivo qualitative data analysis software and re-reading each

transcript for identifying meaning and patterns by immersing in data. After being familiarized with the interview transcriptions, the researcher identified the fragments of texts relevant to the research questions and grouped them with a code. In this stage, the data extracted from individual interview transcripts were carefully categorized for as many possible patterns followed by drawing out the fragmented statements from each individual transcript and organized together within each code. NVivo facilitated the coding process that helped label and recognize the fragmented statements within each data set. As this phrase supports to identify the initial theoretical content (Braun & Clarke, 2006), this is a significant part of analysis (Tuckett, 2005).

In the third phrase, the researcher grouped the codes created in the second stage into perceptions based on their relationships. This was followed by extracting and collating the significant themes together as the emerging themes (Liyanage & Bartlett, 2010). For Braun and Clarke (2006), a theme always indicates the primary idea of data set connecting to the research questions and demonstrate a kind of pattern or importance. In this process, the researcher derived all data linking to each theme from the transcripts in order to make sure that they first represented the specific codes and ultimately the themes (Crowe et al., 2015). This step enabled to refine the raw data in a manner in which the researcher could gain a greater level of understanding.

In the next stage, the developed themes were further studied and reviewed. First, the researcher carefully examined all categorized extracts connected to the themes to make sure that they have a consistent pattern and satisfactorily represent the “contours data” (Braun & Clarke, 2006, p. 26). Next, the accuracy of individual themes was also observed in relation to the entire data set to identify whether the meaning represented in data was adequately demonstrated. After developing the appropriate themes connecting to teachers’ career enhancement they were compared across all themes and identified the scope of each theme (see Fig 1). At this stage, what the researcher identified as themes by following TA turned into a group for presentation (Yukhymenko, Brown, Lawless, Brodowska, & Mullin, 2014). The final phrase of TA, writing of the report started after fully finalizing all themes. The subsequent section of the study provides sufficient evidence for each theme within the data, illustrating extracts that correspond to the perception being presented, and thereby maintaining the validity of the findings.

VI. RESULTS AND DISCUSSION

From career enhancement perception, participants situated the outcomes of PD in a constructive way. As this perception has special implications for work place contexts the institutions are increasingly attempting to gain optimum application of teachers’ capabilities via their career growth. Therefore, practitioners were continuously encouraged by the institutions to reach their instrumental goals through PD in which they

can fulfil the industry and administrative requirements (see Fig 1).

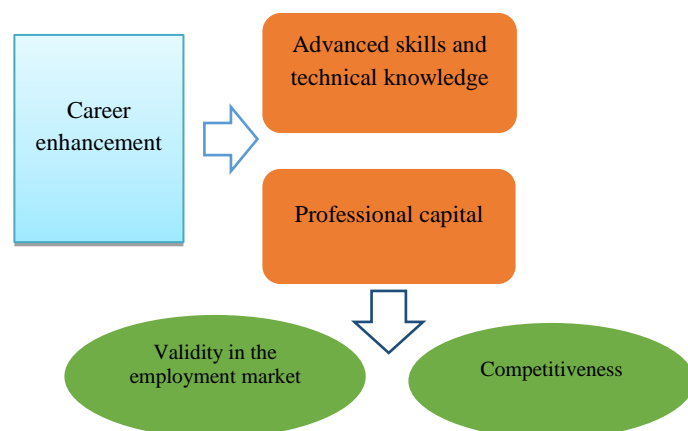


Fig. 1 Significance of PD for career development

A. Advanced skills and technical knowledge

Participants positioned PD as a means for gaining advanced skills and technical knowledge through the acquisition of qualifications such as Master degree in Teaching English as a Second Language (TESL) and the Certificate in Teaching in Higher Education (CTHE). These mandatory qualifications later support the university teachers to gain desirable positions and to be confirmed in their post thus, a trajectory for their career advancement. For instance, Participant 4 reported, “actually my focus was on developing my academic qualifications, my MA and MPhil. Mid of them, I completed the staff development training in the university sector” (Lines 14-15). This perceptive was broadly reported by many participants (Participants 1, 5, 8 and 9), that demonstrates the implication of PD for teachers to fulfil their responsibility by establishing as quality professionals in the university sector. Although researchers argue that teachers’ career growth is strongly connected to their employment contexts and therefore, they need to shift their role from usual classroom environment to wider institutional and industry settings (Gurney, 2015), this is not always the case. For the reason that, these mandatory courses provide teachers the knowledge and expertise that they also need for their typical classroom practices. Participant 6, for example exposed, “you know post graduate diplomas, and all those things [MAs and CTHE] are important for us to be professionally equipped with the teaching and learning and to engage in the process more effectively” (Lines 9).

According to Merkt (2017), fulfilling these requirements largely support teachers to (a) be compliance with the legal and technical context of the higher education institutions (b) regulate teacher promotions, and (c) select teachers for doctoral and post-doctoral programs. Similarly, as reported by Participant 4, acquiring these qualifications for gaining desirable promotions in the university sector was a significant outcome of career development perception of PD. He expected to, “have a salary increment or go ahead in the ladder of

professional career or move to another stage or another grade” (Lines 44-45) by achieving these hurdle requirements. The same perspective was reported in the comments of Participant 7.

At the end of the year, we should mention the teacher training programs we have participated in the increment form. This means that for the promotions, those trainings and certificates are considered. (Participant 7, Lines 47-49)

Although participants’ observations demonstrated that they largely achieved these mandatory requirements through sponsored PD this does not indicate that independent activities have no significance to obtain these career goals. Participants’ preparedness and motivation to gain these outcomes via independent learning was well-reported in their explanations. For Participant 3, the teacher training program that he followed at the University of Maryland-Baltimore County in the USA was able to offer meaningful opportunities to acquire the knowledge and skills required for his career progress. As Zamir (2017, p. 2) argues, although ones’ career success broadly facilitates for the establishment within the work place context even “*vertical success*”, a person’s job satisfaction can also be used as a potential indicator to measure the progress in his/her career that he/she reached by satisfying the significant life goals.

Practitioners’ concern and willingness for developing their qualifications and technical skills through independent PD activities clearly demonstrate their awareness of this situation. However, it is important to note that opportunities for independent activities need to be promoted and well-established within the university system in order to provide teachers with sustainable career development. This is mainly because the prevailing system has become incapable to do so. This perspective was strongly reported by Participant 5: “I am trying to get training on the Certificate in English Language Teaching to Speakers of Other Languages (CELTA) conducted by British Council. It is very expensive. It goes on pounds. So, I have no financial position to enrol in” (Lines 292-294). These views indicate the importance of institutional involvement in teachers’ PD in order to enhance their career trajectories. The reflection of Participant 10, for example, “universities could fund those courses, and then the teachers will be motivated. In particular, for PD development in ESL, those kinds of things are lacking” (Lines 67-70) largely validated this perspective. This situation also demonstrates the authority and administration of tertiary education institutions where teachers’ real needs are always ignored (Gajadeera, 2006; Sugrue, 2004).

B. Competitiveness and validity through professional capital

Improvement of teachers’ professional capital through PD was also vital for their career development that enabled them to increase their competitiveness and validity in the employment market (see Fig 1). Participants’ perceptions connecting to their career growth significantly align with the manner in which professional capital was defined by Hargreaves and

Fullan (2012). First, PD could provide them meaningful learning opportunities to heighten their human capital ensuring that they gain the required content and pedagogical knowledge to improve their classroom practices. As noted by growing number of researchers, practitioners can heighten their skills, knowledge and expertise through continuous PD (Piedrahita, 2007) that can lead to intellectual, attitudinal and social change in their learners (Avalos, 2011; Farooq, 2016; Guskey, 2002; Meissel, Parr, & Timperley, 2016; Sedova, Sedlacek, & Svaricek, 2016). The wider acknowledgement of this perception (Gurney et al., 2018) gained a strong acceptance among all teachers. Participant 4, for example, commented,

Uh...well it [PD] affects to a great extent. So, when I have completed a PD activity I apply certain concepts for my classroom teaching then I feel that the students engage in a better way. I feel that I teach in a better way. So, therefore, PD definitely helps us perform better in the classroom. So, it helps directly enhance the teaching learning process. (Lines 189-192)

Notably, self-directed learning can also support to generate new knowledge and skills required for better classroom teaching. As reported by Participant 1, what she learned via independent PD activities largely enabled her to build work-related knowledge: “I of course take time to read new theories or new ideas that we have on a particular subject for new knowledge. ...We receive a lot by taking part in it” (Participant 1, Lines 99-102). Likewise, teachers always connected their existing knowledge and experiences to the knowledge they acquired through PD initiatives. Participant 5, for example, explained this in relation to a lesson that she developed for classroom teaching. “I got those experiences integrated into my teaching learning. So, when I plan my lessons I don’t know it might be with my experience I can get used of those things” (Lines 95-96). Previous research have also suggested, teachers’ capability for generating work related knowledge with the support of reflection and prior knowledge and understanding (Richards & Farrell, 2005; Tigelaar, Dolmans, de Grave, Wolfhagen, & van der Vleuten, 2006).

Secondly, participants’ perceptions of PD are strongly connected to social capitalism. Teachers always have opportunities to collaborate and network with other practitioners via PD within and beyond PD sessions, especially they can form effective learning communities in their workplace context. These communities largely facilitated practitioners to negotiate the issues and challenges in their classroom context that enables them to find effective solutions, (Edge, Reynolds, O’Toole, & Boylan, 2015; Gurney, 2015; Hirsh, 2009; Tam, 2014; Topkaya & Celik, 2016), and identify strategies for the improvement of their professional practice (Wenger & Snyder, 2000). This awareness was clearly revealed through the views of Participant 5: “I have a group of teachers who always undertake PD and we are like a small community. We share with each other which I think is very important to me” (Lines

82-83). Prior research have also validated that (Darling-Hammond & Richardson, 2009; Saberi & Amiri, 2016) collaborative practices can provide more constructive and beneficial outcomes for teachers rather than independent learning (Abeywickrama, 2019).

Thirdly, participants' perspectives of decision capital are largely linked with democratic professionalism and its principles. For Hargreaves and Fullan (2012, p. 5), teachers should have opportunities to "exercise their judgments and decisions with collective responsibility, openness to feedback, and willing transparency". Findings illustrate that independent PD can effectively facilitate teachers to achieve this outcome. As Participant 7 reported, independent PD activities can provide more freedom in their individual decision-making rather than institutionally-facilitated PD activities. She reported, "we need to create an environment where we can undertake PD activities individually and collaboratively and where we have the opportunity to represent our voice and fulfil our needs to develop ourselves" (Lines 42-43). In such context, teachers have pride in their achievements as their contribution is valued by their peers and by the public (Hargreaves & Fullan, 2012). In general, enrichment of professional capital led participants to achieve their career goals, heighten their competitiveness in the employment market, and validity in the ESL industry.

Overall, participants' perceptions of PD significantly support to achieve the constituents of the previously given definitions of career enhancement. These perspectives demonstrate how well planned career management facilitates to achieve organizational goals, sustain ongoing operations, enrich workers' skills and expertise, and gain their optimum potential for workplace growth (Peplińska, Lipowski, & Nieckarz, 2011). By satisfying these conditions, teachers can well establish in their positions, gain promotions, and other fringe benefits from the institutions. Finally, in this context, Sri Lankan university sector can effectively sustain global benchmarks (University Grants Commission, 2015) and "competency-based national standards" (Merkt, 2017, p. 4) in education.

C. Managerialism and career development

Although teachers can improve their career via independent PD activities to a considerable extent, managerialism always attempts to regulate teachers' career enhancement through sponsored PD and place it within the organizational and employment contexts. As Gurney (2015) argues, career enhancement via institutional involvement provides detrimental experiences as the goals of such activities can significantly diverge from participants' needs and interests. For this reason, in certain situations, participants considered attending to institutionally organized PD activities, although they were not offered as mandatory sessions, as a means for fulfilling their responsibility to the management. For instance, as Participant 4 reflected, "we also are little persuaded by the Department to take part in them. Once the name is given we

can't, it's better for us to show up" (Lines 67-68). This comment clearly illustrates that participants attend such PD activities in order to escape from the negative repercussion of the administration. In some cases, practitioners must participate in institutionally sponsored PD activities as completion of them is necessary for the confirmation in their posts. They attend those activities in order to fulfil the hurdle requirements and establish within the system (Participants 1, 5, 8 & 9). Specially, when PD activities were considered mandatory participants must attend such sessions regardless of their importance for reaching career development goals or gaining promotions at the workplace context (Participants 2, 4 and 6). Moreover, practitioners were compelled to take part in institutionally facilitated PD activities as a means for confirming the administration and other governing agencies of their continuous involvement in PD through attendance. For example, as Participant 9 exposed, teachers were provided with "certificates of participation" as evidence which could later be used as an achievement in their professional growth (Line, 23). Institutional intervention for career development was placed as a negative approach by all participants except Participant 2 who strongly believed that teachers themselves were responsible for their professional advancement either through "PD sessions facilitated by the university or self-directed learning" thereby, satisfying the conditions of workplace contexts (Lines 225-226).

VII. CONCLUSIONS

Teachers' career development was placed as the key outcome of PD. Although significant crossovers can be seen between the two types of PD in relation to the goals and learning outcomes both orientations: managerialism and democratic, have implications for ESL teachers' career growth. This has empowered teachers to heighten their knowledge, skills and expertise thus, significantly improve the English language proficiency of their students. The Institutions should recognize teachers' requirements for effective career enhancement and ensure the continuation of it all through their profession. Notably, this need to be carried out in a manner in which PD policy designers, providers and institutions provide effective and meaningful opportunities for teachers' career enhancement.

A. Implications of the study

PD can play a vital role in enhancing teachers' career growth, and this has special significance to the ESL practitioners in the Sri Lankan university sector as there were no specific training or education programs to enrich their knowledge and skills prior to the recruitment. As teachers broadly utilized institutionally facilitated PD activities to achieve their career development goals the findings of the study are vital for PD providers and policy designers to understand the way in which PD activities in ESL need to be designed, delivered and framed. Especially, observing and understanding teachers' motivations and perceptions are important to cater for their career needs via more focused PD activities thus provide them optimum

outcomes through the available PD opportunities. The findings of the study also have implications for ESL teachers' professional establishment in the Sri Lankan university system and any other similar institutional and educational settings.

B. Limitations and recommendations for future research

Even though findings of the study are beneficial for all agencies who are involved in designing PD activities for ESL teachers the participant group did not comprise stakeholders such as PD providers and policy makers. This, to certain extent, has delimited the opportunity for gaining more holistic understanding of the entire phenomenon.

Future studies need to examine the conceptions of PD providers, policy designers and institutions in Sri Lanka and other contexts to identify the contribution of two types of PD to teachers' career enhancement. More specifically, such studies should investigate the perspectives of PD providers for prioritizing managerialist goals in PD activities in its place of practitioner needs, this is because managerialist principles may cause to hinder the opportunity for providing customized PD for teachers.

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