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MOTIVATION AND TEACHER TRAINING

A STUDY BASED ON TEACHER TRAINING PROGRAMMES WITH SPECIAL

FOCUS ON TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

TEACHER TRAINING IN SRI LANKA

Thesis submitted to the Faculty of Graduate Studies of the University of Kelaniya,

Sri Lanka,

in fulfillment of the requirements for the award of the Degree of

MASTER OF PHILOSOPHY

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FGS/04/02/04/2011/04

October, 2014



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Abstract

The aim of this dissertation was to explore how motivation affects teacher training in the context of Teaching English as a Second Language (TESL) teacher training programmes in Sri Lanka. The study focused on the research problem “how does motivation affect teacher training” and was largely guided by four research objectives. The research setting of the study comprised the Regional English Support Centers (RESCs) and schools of Galle, Matara, and Hambantota districts of Southern Province. The sample consisted of both teacher trainers and teacher trainees representing 48 schools from the above districts. The main research orientation of the study was qualitative.

The findings of this study indicate that motivation is not an integral component of the teacher training programs selected for this study. Neither is it defined by sound principles, but rather it is a temporary measure to attract the teachers to the training programmes. Further, the significance attributed to motivation varies among the different divisions (Hambantota, Matara, and Galle) although there are certain features common to all. Also, it was observed that the measures adopted by those teacher trainers to motivate the teachers can be categorized as extrinsic motivation attempts. For example, such attempts take the form of subsistence allowance, lunch and refreshments, teaching materials including teacher guides etc. The researcher suggested that motivation should be included in the Teacher Training programs as an integral element of them. It was proposed that a model of motivation along researchers Crookes and Schmidt (1991) should be adopted for the Sri Lankan context.