

Gaps Between Teachers' Knowledge and their Practice in Using Motivational Strategies

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Abstract: To accomplish this research twenty lower secondary teachers were selected from both private and government aided schools. Teachers were selected randomly. Although all teachers were found to have broad theoretical knowledge on motivational strategies, there are gaps in what they tell and do. It was also found that most of the teachers rarely made teaching learning process attractive, enjoyable and easier. It was also found that 70% of the teachers did not use goal-setting method and 75% of the teachers did not motivate the students for positive feelings by them.

Keywords: Motivation, Teaching, Strategies, Knowledge etc.

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I. INTRODUCTION

Motivation is internal drive which encourages someone to do something. It has been derived from a Latin word "motive" which means 'to move'. Although motive is regarded as an internal state that are something within the organisms causing to strive towards goals. Motives are often aroused by external stimuli. In this regard, Nurt (1994, p.436) states that "Motivation is derived from the Latin term 'motives/mover (a moving cause) which suggests the activating properties of the process involved in psychological motivation." In Brown's words (1994, p.152) "It is commonly thought as an internal drive, impulse, emotion or desire that moves someone to a particular action". Motivation is an internal drive which encourages someone to do something. Similarly, Harmer (1991, p.983) defines motivation as: "some kinds of internal drive which pushes someone to do things in order to achieve something." It is an inner drive, impulse, emotion or inner desire that moves one to a particular action to initiate second language learning. Likewise, (Young, 1961 as quoted in Cofer and Appley 1996, p.8) defines motivation as "The process of arousing action, sustaining the activity in progress and regulating the pattern of activity." It means human motivation is an inner state of need, desire that activates an individual to do something that will satisfy that need, desire or to achieve something.

Motivation is one of the main affecting factors of second language learning which is also affected by a number of other factors, such as goals, purpose of learning, learning environment, interesting classes and the attitude of learners towards the target language. Effective learning takes place when students are motivated towards learning. It means learners cannot learn any language unless they are motivated towards learning the target language. According to Rana (2010, p.5) "Motivation is one of the major socio psychological factors which is used in order to account for differential success in L2 learning". The degree of motivation differs time to time or task to tasks. Motivation is one of the major socio- psychological factors which help acquire the second or foreign language. So, motivation refers as the driving and pulling forces which result in present behavior directed towards particular goals of human beings. Motivation in language learning plays a vital role. It is the motivation that produces effective second language communicators by planting in them the seeds of self confidence. It has a great intuitive appeal and makes sense that individual who are motivated will learn a language faster and to a greater degree. Ur (1996, pp.277-280) classified the motivation on the basis of degree: intrinsic and extrinsic. The former indicates 'inside' and later indicates 'outside'. As the word, implies, intrinsic motivation refers to the desire to perform certain task for which there is no apparent reward except the activity itself. Intrinsically motivated learners seem

to engage in the activities for their own sake. On the other hand extrinsic motivation refers to the drive that pushes someone to carry out certain tasks in the anticipation of reward from outside and beyond the self.

Garden and Lambert (1972 as quoted in Spolsky 1992, p.150) divided the motivation to learn a language into two types, viz. instrumental and integrative motivation. Instrumental motivation refers to the motivation used to acquire a language as a means for attaining instrumental goals, such as furthering career, getting jobs, reading technical materials, translation etc.

On the other hand, integrative motivation is employed when learners wish to integrate themselves within the culture of the second language group to identify themselves with and become a part of that society. If Nepali learners of English learn English for the purpose of setting down in the countries where English is spoken natively, they are said to have integrative motivation. It is predicted to relate to proficiency in terms of the two functions. The presence of integrative motivation should encourage for acquiring to interact with speakers of the second language, out of share interest and there by obtain intake.

In conclusion, we can say that motivation is one of the major socio-psychological factors which are used in order to account for different success in second language classroom. It is beneficial for attaining some educational goals and target or purpose in educational field. It is also beneficial for both teachers and students in second language classroom for achieving the teaching learning goals. Thus, the teachers have vital role in maintaining the degree of motivation or install motivation.

➤ *Objective*

In this study the researcher studied about the motivational strategies, gaps between teachers knowledge and practice in using motivational strategies. The main objective of this study was to find out the gaps between teachers' theoretical knowledge and practice in motivational strategies in lower secondary level.

II. DATA AND METHOD

The primary data are used in this study which is collected from field study by researcher. Analytical and descriptive methods are applied in this study.

III. RESULT AND ANALYSIS

A set of questionnaire was administered to each teacher of all selected schools to find out different kinds of motivational strategies used by them in lower secondary level English classes. The results of the data in this section are based on the responses given by twenty teachers. Closed ended questionnaire was administered to each teacher. The

information obtained through questionnaire is presented in the subsequent section.

➤ *Developing Personal Relationship*

Regarding the question 'Do you develop personal relationship with your students?' the entire teacher i.e. 100 percent teachers reported that they developed personal relationship with their students. Among them 55% of the teachers always developed personal relationship, 25% of the teachers frequently develop and 20% of the teachers sometimes developed personal relationship with their students.

From these responses, all the teachers developed personal relationship with their students for motivating their students towards language learning.

➤ *Developing Collaborative Relationship*

While answering the question. 'Do you develop collaborative relationship with the students' parents?' 100 percent of the teachers developed collaborative relationship with the students' parents. Among them, 40% of the teachers always developed collaborative relationship with the students' parents. 20% of the teachers frequently developed and 40% of the teachers sometimes developed collaborative relationship.

It was found that all the teachers developed collaborative relationship with the students' parents for motivating learners in English language learning.

➤ *Raising Learners' Intrinsic Interest*

Rising learners' intrinsic interest is important strategy to motivate the students in language classroom. To the respondents of the response 5% of the teachers disagreed, 40% of the respondents strongly agreed and 55% of the respondents agreed for raising learners' intrinsic interest in language learning process.

From the above responses, it was found that a majority of the respondents agreed to raise the learners' intrinsic interest in the learning process.

➤ *Making Relevant Teaching Materials*

Teaching materials help the teachers and students in teaching learning process. They make learning interesting, save the time and efforts as well. Regarding the issue, 50% of the respondents always made teaching materials. 25% of the respondents frequently made and 25% of the respondents sometimes made relevant teaching materials for motivating the learners to language learning.

From the above discussion, it is clear that all the respondents made relevant teaching materials for motivating learners to language learning.

➤ *Helping to Create Realistic Learners Belief*

Responding the questions In the language classroom, the teachers help to create realistic learners' belief, do you agree?' 5% of the teachers strongly disagreed that the teachers help create realistic learners' belief in language classroom, 5% of the teachers disagreed, 40% of the teachers strongly agreed and 50% of the teachers agreed that the teachers help create realistic learners belief in language classroom.

In the above description, it was found that a majority of the respondents; about fifty percent agreed that the teachers help create realistic learners' belief in language classroom.

➤ *Making the Task More Attractive*

Teaching learning activities should be attractive. Attractive tasks are helpful to increase the interest and enthusiastic in students. From the responses of the teachers, 50% of the teachers always made the task more attractive, 25% of the teachers frequently made, 15% of the teachers sometimes made and 10% of the teachers never made the task more attractive.

From these responses, it is quite clear that teachers should make the task more attractive in teaching learning activities.

➤ *Making Learning More Simulating and Enjoyable*

To answer about the question 'Do you make learning more simulating and enjoyable by breaking the monotony of classroom events?' different teachers reacted differently. Thirty five percent of the teachers always made, 15% of the teachers frequently made and 50% of the teachers sometimes made learning more simulating and enjoyable by breaking the monotony of classroom events.

From the above discussion, it was found that 100 percent teachers made learning more simulating and enjoyable by breaking the monotony of classroom events.

➤ *Using Goal Setting Method*

Considering about who the respondents are, 55% of the teachers always used, 25% of them frequently used, 15% of them sometime used and 5% of them never used goal setting method in their class.

In the above discussion, it was found that the majority of the respondents 55% of the teachers used goal setting method in their class.

➤ *Administering Task in a Motivating Way*

To show the result about respondents, 10% of the teachers strongly disagreed. 10% of the teachers disagreed, 50% of the teachers strongly agreed and 30% of the teachers agreed that teachers should administered task in a motivating way.

In conclusion, most of the respondent agreed that teachers should administer task in a motivating way.

➤ *Promoting Effort Attribution*

Responding the question' Do you promote effort attribution in your students?' 30% of the teachers always, 35% of the teacher frequently and 35% of the teachers sometime promoted effort attribution in their students.

From the above responses, it was found that 100 percent teachers promoted effort attribution in their students.

➤ *Increasing Learners' Satisfaction*

To answer the question' The teachers should always increase learners' satisfaction to language learning, do you agree?' different teachers reacts differently. 15% of the teachers strongly disagreed, 45% of the teachers strongly agreed and 40% of the teachers agreed that teachers should always increase learners' satisfaction to language learning.

In conclusion, most of the respondents agreed that teachers should always increase learners' satisfaction to language learning.

➤ *Using Punishment to Eliminate Undesirable Behaviour*

The aim of the school should be all sided development and maintenance of discipline with love. In language classroom, punishment is not a desirable strategy of the teacher even then the necessity of punishment is felt in practice The teacher should have treated the students positively but they punish the pupil even physically Regarding this issues, 75% of the respondents strongly disagreed and 25% of the respondents agreed the statement that teachers used punishment to eliminate undesirable behaviour.

From the above responses, it was found that a majority of the respondents, 75% of the respondents strongly disagreed the statement that teachers used punishment to eliminate undesirable behaviour.

➤ *Motivating the Students for Increasing Positive Feelings*

Motivating the students for increasing positive feelings by themselves is important strategy to motivate the students in language learning. From the responses of the respondents. 55% of the respondents always motivated the students, 35% of the respondents frequently motivated the students, and 10% of the respondent sometime motivated the students for increasing positive feelings by themselves.

From the above responses, it was found that 100% respondents motivated the students for increasing positive feelings by themselves.

➤ *Giving Rewards*

Giving rewards means giving positive feedback. Positive feedback is most important thing for the learner's success. Especially, for the language process students should be encouraged or rewarded their success. To show the result about respondents, 70% of the respondents always gave rewards, 15%

of them frequently gave rewards and 15% of them sometime gave the rewards for students' success.

In conclusion, the above description shows that 100% respondents gave rewards for students' successes.

➤ *Engaging Students in Group Work*

Considering about whom the respondents are. 10% of the respondents always engaged students, 50% of the respondents frequently engaged students and 40% of the respondents sometime engaged students in them group work. From these responses, it is inferred that 100% respondents engaged their students in the group work.

➤ *Providing Chance to Write Critique of Classmates'*

Paper Responding the question "Teacher should provide chance to the students to write a brief critique of classmates' paper, do you agree?" 10% of the respondents disagreed, 25% of the respondents strongly agreed and 65% of the respondents agreed the statement that teacher should provide chance to the students to write a brief critique of classmates' paper.

In the above discussion, it was found that a majority of the respondents 65% agree the statements that teacher should provide chance to the students to write a brief critique of classmates' paper.

➤ *Engaging Students to Break Large Task into Smaller Goals*

To answer about the question 'Mostly the teacher should engage them to break large tasks into a series of smaller goals, do you agree?' 5% of the respondents strongly disagreed. 5% of the respondents disagreed, 30% of the respondents strongly agreed and 60% of the respondents agreed the statements that teacher should engage them to break large task into a series of smaller goals.

To sum up from the above description, 60% of the respondents agreed this question that teacher should engage students to break large tasks into a series of smaller goals.

➤ *Encouraging Students to Self Evaluation*

If student shows inappropriate behaviour or makes mistake in language classroom, the teacher should encourage them to self evaluation rather than blaming. If students misbehave/make mistake teacher should treat positively It makes positive environment in language classroom and helps motivate the students in language learning. Considering about whom the respondents are. 50% of the respondents always encouraged, 30% of the respondents frequently encouraged, 20% of the respondent sometimes encouraged students to self evaluation. In conclusion, 100% respondents encourage students to self evaluation.

➤ *Making Group Norms*

While answering the question 'Do you make group norms in the language classroom?' 45% of the respondents always made group norms, 25% of the respondents frequently made

group norms and 30% of the respondents sometimes made group norms in language classroom. From the above description 100% respondents made group norms in language classroom.

➤ *Take the Students' Learning Very Seriously*

Good teachers always take the students' learning very seriously. Responding the question 'In the classroom every teacher should take the students' learning very seriously, do you agree?' 60% of the respondents strongly agreed and 40% of the respondents agreed the question that every teacher should take the students' learning very seriously in the language classroom.

In the above discussion, it was found that a majority of the respondents, 60% strongly agreed the question that every teacher should take the students' learning very seriously in the language classroom.

➤ *Detailed Information Obtained Through Interview*

Interview is a verbal technique of collecting information about unknown facts through personal contacts. The main purpose of interviewing an individual was to find out their personal experiences, feelings, opinions, likes/dislikes, beliefs and attitudes of the English language teachers towards the motivational strategies. Structured interview was taken to find out the strategies, feelings, beliefs, experiences, ideas of the teachers in terms of the sets which help the researcher to keep the record of the interview. Total fourteen items were asked the interviewees. The information obtained through interview is presented in the sub subsequent section.

➤ *Developing Personal Relationship*

Responding the question, 'Do you develop personal relationship with your students, why sir?' almost all the teachers developed personal relationship with their students. T9, T13 and T15. opined that they developed personal relationship because it makes good relationship between teachers and students, for increasing friendship, for knowing the background of every student's needs. levels and dealing with their personal behaviour and difficulties very easily and smoothly. In the same way, T10 puts his view that personal relationship develops the collaboration, familiarize and helpful for motivating students.

From the above responses, it comes to my mind that all the teachers of English developed personal relationship for collaboration, motivating in study, creating good relationship, for knowing background, needs and level of students.

➤ *Developing Collaborative Relationship*

To dealing about the question, 'Do you develop collaborative relationship with the student parents, why sir?' almost all the teachers developed collaborative relationship with the student parents. T9, T10, T13 and T14 viewed that they developed collaborative relationship with the student parents for familiarizing their students, knowing their real behaviour activities and share the students' educational achievements.

From those views, we found that all the teachers developed collaborative relationship with the students' parents for knowing students' real behaviour/activities, sharing the students' educational achievements.

➤ *Making Relevant Teaching Materials*

To answer about the question, 'Do you make the teaching materials relevant to the students, why sir?' all the teachers made relevant teaching materials T9 and T10 said that if teaching materials were not relevant to the lesson and learners the learning process was not successful. They further added that to create interest, to motivate and to make learning enjoyable in classroom we should make relevant teaching materials. Similarly T13 and T15 said that they made relevant teaching materials for effective, authentic, comprehensive teaching learning process.

From those views, we found that almost teachers make relevant teaching materials for effective, authentic, comprehensive, successful, enjoyable teaching learning process.

➤ *Making Learning Task More Attractive*

Teaching learning activities should be attractive, interesting and enjoyable for the students, To deal with this question, "Why do you make the learning task more attractive?" T9 state, "If the learning task given to the students should not be attractive the classroom is monotonous, boredom, and it may be lazy and failure classroom". Similarly T10, T13 and T15 said that they made task more attractive for making learning more enjoyable, interesting, long lasting. easy and effective.

The statements of those reveal that all teachers make learning task more attractive for breaking the monotony, boredom, making learning more enjoyable, interesting, effective, and long lasting.

➤ *Using Motivational Strategies to Eliminate Undesirable*

Behaviours Responding the question. 'What kinds of motivational strategies do you use to eliminate undesirable behaviors, sir?' different teachers gave different opinions. T9 and T10 said that they used private talk, consult with their parents and colleagues, provide rewards/prizes, and keep calm, focus on students' behaviour to eliminate undesirable behaviors. T13 state, "I use comparative method with the successes students for eliminating undesirable behaviour of the students." Similarly T15 responded that he gave advisable suggestion: speak so politely for eliminating undesirable behaviours of the students.

To sum up the responses given by all the teachers, it was found that they used different motivational strategies, such as private talk; provide rewards/ prizes, advisable suggestion, keep calm, to eliminate undesirable behaviours.

➤ *Providing Rewards in Successes*

Rewards mean sign of successes. To deal about the questions, 'Do you provide rewards for their success, why sir?' almost all the teachers provided rewards for students successes. T9, T10 and T13 said that they provided the rewards for encouraging learning, increasing curiosity to learn, motivating students to learn, for further improvement of their learning. Similarly, T15 said, "yes, I provide rewards for their successes to encourage for their outstanding learning and to make them more attentive towards their study"

From the opinions of the teachers I came to know that all the teachers provided rewards for encouraging learning, making them more attentive towards their study, for further improvement of their learning.

➤ *Engaging Students in Group Work*

Responding the issues engaging students in the group work different teachers opined differently. T9 and T10 said that they engaged students in group work for developing relationship with each other. They further said that it was helpful for the weaker and shy students and activities that became interesting. enjoyable and easy. Likewise, T13 said that for improving students learning process without hesitation group work was useful. Similarly, T15 engaged students in group work to develop learning habit.

From these opinions, it was found that teachers mostly engage the students in group work for making good relation among the students and avoid learning hesitation of the students.

IV. VIII. ENCOURAGING STUDENTS TO SELF EVALUATION

Responding the question, 'Why do you encourage your students to self evaluation?', they responded in different ways. T9 viewed that for increasing self esteem, intrinsic motivation he encouraged the students to self evaluation. He also said that if learners self-evaluated they knew their strengths and weakness, correct oneself and develop judging power, creative thinking etc. Likewise, T10 said "I encourage them to self-evaluation to increase self-esteem, to motivate etc." Similarly, T13 and T15 said that they encouraged to self evaluation because of being confident in the subject matter. They also said that if the teachers encouraged them for evaluation they realized their mistakes and improved them.

From these opinions, I concluded that the teachers encouraged the students to self-evaluation for developing self-esteem, confidence and creative power.

➤ *Making Simulating and Enjoyable*

Teaching learning process should be made more interesting and enjoyable. One way lecturing makes the students' lazy, monotony and there by learning process does not successful. For making learning enjoyable different teachers

used different activities. T9 and T10 expressed their views that they told a story, sang a song, played language game, cracked jocks etc. T9 opined:

"The lecturing or one way speech is monotony and lazy so the teachers should make learning enjoyable by breaking monotony. I tell the interesting story, cut jocks.... Sometimes sing a song, also ask them to sing a song, play games etc. when starting sometime middle in the lesson to break monotony".

Similarly, T13 engaged the students in group work, pair work and project work to break monotony in the classroom. Likewise T15 said that he told the students to tell interesting events of the students in the classroom.

All the expression of the teachers helps us understand the fact that most of the teachers involve the students in group work, pair work, project work, telling interesting events, cracking jocks, story, singing a song etc. to avoid monotony.

➤ *Motivating the students for raising positive feeling*

Responding the question, 'Why do you motivate the students for raising positive feeling by themselves?', different teachers gave different reasons. T9 and T10 said that they motivated the students for raising positive feeling for learning easily and developing creative thinking. Similarly, T13 motivated them to make creative in the topic and subject matter. Likewise, T15 said "motivate students for raising positive feelings by themselves for constructive teaching".

From the above opinions I came to know that they motivate the students for raising positive feeling for teaching leaning process easily, developing creative thinking in topic and subject matter and constructive teaching.

➤ *Making Group Norms in Language Classroom*

Group norm means the behavioural norms or code of conduct abides the students in norms. If the teachers make behavioural norms the students can be kept in discipline and may not show destructive behaviours. Regarding the issue making group norms in language classroom. T9 and T10 made the norms to keep the students in discipline or self-control. T13 reasoned "I make group norms in language classroom because it makes them creative involvement and help them for avoiding hesitation". Likewise, T15 said that he made group norms for systematic and interactive class.

In above case most of the teachers made behavioural norms to keep in discipline, avoiding hesitation and for systematic and interactive class.

➤ *Taking the Students' Learning very Seriously*

Responding the question, 'Do you take the students learning very seriously, why sir?' they responded in different ways. T9 and T10 said that it was every teacher's duty or responsibility; if it was not taken seriously it was impossible to learn language. Likewise, T13 took the students learning very

seriously because it made his teaching profession as a serious. Similarly, T15 took it for their bright future.

From these responses it happened to me that all of them take students learning very seriously. It is the teachers' responsibility, without it, it is impossible to learn really.

➤ *Cause of Gapping Knowledge and Practice of Teachers*

To dealing about the question, "What are the main causes of the gaps between knowledge and practice of the teachers?" T9, T10 and T15 opined that lack of pre-service and in-service teacher training, lack of practical knowledge and experience about motivational strategies, large number of students, time, situation, well managed classes are the main causes of the gaps between knowledge and practice of the teachers. In the same way, T13 view that lack of practice, prepared to maintain in a suit time and certain time are the cause of the gaps between knowledge and practice of the teachers.

From the above response, it come to my mind that lack of practical knowledge and experience about motivational strategies, lack of pre-service and in-service training, time, environment and large number of students are the cause of the gaps between knowledge and practice of the teachers.

➤ *Pedagogical Implication*

Responding the question, "What is the pedagogical implication to avoid the gap between teachers' knowledge and practice in the class? T9 state:

"To avoid the gas, first of all teacher should be given in-service training continuously. There should be enough time to imply strategies. Classroom should be facilitation more and more teaching materials."

T10, T13 and T15 said that pre-service and in-service training are the implication to avoid the gaps between teachers' knowledge and practice. T10 further said that enough time to imply motivational strategies, well management classroom, real life, authentic and locally available teaching materials for avoiding the gaps between teachers' knowledge and practices.

All the expression of the teachers help us to understand the fact that pre-service and in-service teacher training, time real life, authentic, locally available teaching materials are for avoiding the gaps between teachers knowledge and practice in the class.

V. CONCLUSION

The aim of language teaching and learning is to communicate with foreign people. To learn the language, the teachers should use different strategies such as motivational strategies, management strategies etc. From this study the researcher found some of the gaps between teachers' theoretical knowledge and practice in ELT classroom. Mostly the teachers motivated the students by developing personal relationships,

raising learners' intrinsic interest and using teaching materials in ELT classroom. About eighty percent teachers provided rewards for the students' successes. A majority of the teachers administered task in motivating ways, increased learners' satisfaction to the language learning. Likewise, they did not often use punishment to eliminate undesirable behavior. Similarly, about ninety percent teachers took the students learning very seriously in language classroom. It was also found that majority of the teachers rarely made behavioral norms but all of them said they made group norms in the language classroom.

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