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Looking Beyond Teachers' Classroom Behaviour: Novice and Experienced EFL Teachers' Practice of Pedagogical Knowledge to Improve Learners' Motivational Strategies

Elnaz Z. Hosseini
Department of English, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

Mehdi Nasri *
Department of English, Sharekord Branch, Islamic Azad University, Sharekord, Iran

Akbar Afghari
Associate Professor, Department of English, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

Abstract

The central purpose of this study was to investigate novice and experienced teachers' pedagogical knowledge by comparing the targeted learners' academic performance. For this purpose, several instruments such as a questionnaire, an observation technique, and an interview were utilized for collecting data. From the population of teachers teaching English at Gooyesh Language Institute, a sample of 30 English teachers (15 novice and 15 experienced teachers) were asked to fill in the questionnaire. Subsequently, an interview was used in which 10 teachers (5 novice and 5 experienced teachers) participated. Finally, 16 teachers (8 experienced and 8 novice teachers) were carefully observed during teaching in their classes. To analyse the collected data, an independent samples *t*-test was run to see if there was a difference between the ways these two groups of teachers perceived the pedagogical knowledge they employed to enhance the motivational strategies of the learners. Moreover, Pearson Correlation Coefficient was used in the analysis of the data. The findings reflected that there were significant differences between pedagogical knowledge of experienced and novice teachers in only two categories and the differences in the remaining cases were not significant. Notably, the correlation was reported high merely in two categories of pedagogical knowledge for both groups of teachers, the most and the least frequently used motivational strategies were the same for both groups of teachers, and there was a significant difference between the achievement of the learners of the experienced teachers and those of the novice instructors .

Keywords: novice teacher, experienced teacher, pedagogical knowledge, motivational strategies

* **Correspondence:** Mehdi Nasri, Email: me_nasri@yahoo.com

INTRODUCTION

Cole and Knowles (2000) have described the concept of teaching as a complex and personal representation of knowing and knowledge rather than the application of prescribed techniques, principles, and theories. Thus, in their view teachers can be regarded as knowledge holders and developers rather than mere knowledge consumers. In fact, what teachers know (teachers' competence) and how they express their knowledge (teachers' performance) not only have a crucial impact on the outcome of student learning but they also determine teachers' personal classroom performance and pedagogical decision making (Connelly et al., 1997).

Current research studies in foreign language teaching and learning show that a myriad of factors may contribute to learners' academic performance and attainment such as age, gender, attitudes, aptitude, motivation, learning approach, language learning strategies and learning style (Dornyie, 1994; Dornyie & Csizer, 1998; Gardner, Tremblay & Masgoret, 1997; Kormos & Csizer, 2008; Liando et al., 2005; Oxford, 1994). Among all those contributing factors, motivation has been considered a very vital factor in the process of second/foreign language learning (Dornyie, 2001 & Oxford, 1994). With a proper level of motivation, language learners may become active participants and eagerly learn language (Kimura, Nakata & Okumura, 2001).Motivation is defined as an internal force that activates, guides, and maintains behaviour (Schunk, 1990). Accordingly, motivation is generally the process through which some goal-oriented activity is initiated and sustained. In the school context, motivation refers to a student's willingness, need, and desire to participate in order to be successful in the process of learning (Moenikia & Zahed-Babelan, 2010).

Motivation is a key factor in successful second language (L2) learning. It is an individualized trait that helps learners to master the L2 regardless of their language aptitude or cognitive characteristics (Dornyei, 2001a; Masgoret & Gardner, 2003). Motivation to learn is acquired through classroom experiences such as direct instruction, modelling, and interaction with the instructor, as well as general experience (Dornyei & Cheng, 2007; Dornyei & Csizer, 1998). Moreover, a teacher's skills and teaching style are positively correlated with student achievement (Hirsch, 2001; Westwood, 2004).

Teachers believe when the students are motivated to perform competently in academic tasks, they will learn in accordance with their academic abilities. For this reason, working to enhance students' motivation is worthwhile. Several students have also reported that motivation is an important component of effective teaching and that teachers' use of motivational strategies affects students' English learning achievement (Bernaus & Gardner, 2008; Hirsch, 2001; Westwood, 2004). Teachers' skills are a crucial basis for the incorporation of motivational strategies into curricula and teaching to create motivating learning environments (Dornyei, 2001a).

Motivation can be developed by external factors such as: teachers, parents, and peers (Beraus & Gardner, 2008; Dornyei, 1994). Among those external factors that influenced students' motivation in learning a foreign language, the teachers' teaching strategies and practices play a more significant role than the rest (Cheng & Dornyei, 2007; dornyei, 1994; Dornyei, 2001a; Guilloteaux & Dornyei, 2008). The role of teachers in motivating their students is of great importance. Teachers' behaviour, their way of handling the class, their way of teaching, their use of interesting activities, and their relationship with learners can cause changes in learners' motivation

Therefore, becoming an experienced language teacher not only means accumulating Knowledge and experience over years, but it also means changing in motivation, Meta-Cognition, Cognitive structure, and personal points of view (Akbari & Tajik, 2009). That is why novice teachers have sufficient knowledge but they are not experienced enough for teaching. Consequently, they may face some problems for motivating students while teaching. As such, it is essential to understand how experienced and novice teachers carry out their work in order to investigate multiple aspects of teacher education. A large number of studies have shown that motivation is a noticeable factor in language learning. Teachers have different roles in the class such as facilitator, instructor, and motivator; therefore, they play an important role in language learning.

Additionally, students' levels of foreign language proficiency are influenced by attitudes, motivation, teachers, and classroom experiences. Nikolov (1999) found that students' motivation and proficiency in the development of their foreign language skills were strongly related to experiences they gained in the classroom. In Iran, the role of teachers is noticeable as the main source of knowledge. An English teacher should make learning interesting for students in order to encourage them for learning English

The role of teachers is significant as the main source of knowledge because English is considered as a foreign language and exposure to English is limited. English teachers are supposed to teach English in an interesting way to direct the students in the learning process. It is very important that EFL teachers promote motivation in their students. They should consider it as an effective factor on language learning success. They should believe that learning process is not enough and motivate students are more eager to work.

Today, English language teaching (ELT) is a prosperous business. In education, greater numbers of students spend time on English than on other languages. Motivation is very important for learning a foreign language because learners cannot achieve long-term goals even if they strive for learning a targeted language. Cognitive skills in the target language do not guarantee that a learner can successfully master a foreign language. In fact, in many cases, students with greater second/ foreign language learning motivation receive better grades and achieve better proficiency in the target language (Wu & Wu, 2009).

No matter how appropriate and effective the curriculum is, and no matter how high the aptitude or intelligence an individual is, without sufficient motivation, even individuals without outstanding academic abilities are unlikely to be successful in accomplishing

long-terms goals (Dornyei & Csizer, 1998; Oxford & Shearin; 1994). Furthermore, higher levels of motivation can make up for considerable deficiencies both in learners' language aptitude and learning context (Dornyei, 2001a). Therefore; if there is no motivation, even the smartest students will fail to learn the language.

The role of teachers in motivating their students is of great importance. Teachers' behaviour, their way of handling the class, their way of teaching, their use of interesting activities, and their relationship with learners can cause changes in learners' motivation.

Motivational strategies can be defined as "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dornyei, 2001b, p.28). Strategies are "the often conscious steps of behaviours used by language learners to enhance the acquisition, storage, relation, recall, and use of new information (Ehrman & Oxford, 1990). Hence, the main purpose of using strategies is to increase learning in the classroom.

Teachers have different roles in the class such as friend, facilitator, instructor, and motivator. Among these roles, motivation is very important is shaping students' learning. In many instances, students face many obstacles in learning English and are often demotivated to learn. The role of teachers is significant as the main source of knowledge because English is considered as a foreign language and exposure to English is limited. English teachers are supposed to teach English in an interesting way to direct the students in the learning process. It is very important that EFL teachers promote motivation in their students. They should consider it an effective factor in language learning. They should believe that the learning process is not enough and it should be complemented by motivating students.

Papi and Abdollahzadeh (2011) discovered a positive relationship between teachers' strategy for motivating students and students' motivated behaviour. In the Iranian context, EFL curriculum is decided by the government, and school teachers are required to follow what is dictated to them, so it does not draw students' interest. Therefore, some EFL teachers use specific strategies for motivating students to make them more enthusiastic in English learning. Through classroom observation and questionnaire survey, Papi and Abdollahzadeh (2011) found that teachers' strategy for motivating students is strongly linked with students' motivated behaviour such as alertness, participation, and volunteering. It means that teachers' strategies in classrooms influence students' motivation enormously.

A controlled experimental research was also carried out in Saudi Arabia by Alrabai (2012) and his associates. Fourteen EFL teachers and their 296 male students were included in this study. Participants were divided into two groups who were demographically equivalent .The targeted teachers were requested to study an implementation guide for motivational strategies in advance and use most of them in each class. Questionnaires were distributed to the students twice, at the beginning and end of the experiment to measure if the level of motivation of the experimental group increased over time due to the treatment more than that of the control group. The results

were positive proving improvement in the level of motivation among the students who were given the implementation of specific motivational strategies by teachers. Interestingly, the level of learning anxiety and English class anxiety increased among the control group while that of the experimental group decreased.

Similar results were found by Dornyei and Guilloteaux in their study conducted in South Korea in 2008 involving 27 ESOL teachers and about 1,300 students to see a relationship between teachers' motivational teaching practices and students' L2 motivation. Location of school, teachers' age, experience and proficiency were varied in selecting the sample of teachers. For student participants, they tried to make the sample group as large as possible to make the study reliable. The main instruments were a classroom observation scheme, a student self-reported questionnaire, and a post-lesson teacher evaluation scale. The results revealed that teachers' motivational practice increased not only the level of students' motivational behaviour in the classrooms but also the level of students' motivation. Through using a variety of strategies for motivating students in their lessons, teachers actually could improve their learners' motivational states (Dornyei & Guilloteauxx, 2008).

So far, the bulk of studies on motivation has been focused on the ways by which language teachers can enhance learners' motivation and perseverance for attaining the specified outcomes. However, few studies have specifically aimed at the implementation or evaluation of motivational strategies in the classroom in light of teachers' pedagogical knowledge (Moskovsky & Alrabai, 2009). On this basis, this paper sought to investigate the pedagogical knowledge of novice and experienced teachers in order to shed light on the ways by which they improved students' learning motivation.

METHODOLOGY

Qualitative and quantitative methods were employed to investigate the research questions in this study. It is also quantitative and includes correlational analysis. This study was conducted in an English language institute named Gooyesh in Isfahan, during 3 months in April 2017. For conducting this study, sixteen elementary classes were randomly and thirty teachers who teach Top Notch series (15 experienced teachers and 15 novice teachers) were applied.

Eight classes taught by experienced teachers and eight classes taught by novice teachers with the same level, in order to compare students' score of experienced teacher and students' score of novice teachers at the end of the semester.

In this study, to reach the aims, 30 Iranian teachers (males and females) teaching Top Notch books in the Institute were asked fill the questionnaire to explore their knowledge of motivating learners in the classroom.

Teachers were divided into 2 groups: 15 experience teachers who had more than five years of experience and 15 novice teachers who had less than five years of experience in teaching. The researcher was present while they were answering the questions to explain the questions in the case of misunderstanding and the participants were assured that

their information would be confidential and anonymous. In this study, all 30 teachers were eager to participate. The participants answered the question during their break time. All 30 teachers had passed Teachers Training Courses (TTC) in the institutes were they taught.

Then 10 participants, 5 novice teachers and 5 experienced teachers, were randomly chosen for interview contained 2 questions about the most and the least frequent strategies that they use during teaching. Also, the interview was done in English.

The researcher observed one session of 10 participants class (5 novice teachers and 5 experienced teachers) for checking their knowledge of motivation to complete the findings of questionnaire and interview.

At the end of the semester, students' score in the experienced teachers' class were compared with students' scores in the novice teachers' class in the final exam to find out which classes got better scores.

The study aimed at exploring the strategies applied by Iranian English teachers to motivate their students with a focus on; first, the frequency of motivational strategies in their teaching, and second, the differences between experienced and novice teachers' knowledge for motivating students. Both quantitative and qualitative approaches were adopted to collect the data to guarantee the reliability and validity of the research and also to interpret the differences between these two groups of teachers.

For checking the validity of the questionnaire, the questionnaire was sent to two professors in the field to assure the suitability of the instrument for the purpose of the study. They claimed that the items were useful for the goal of the study.

The questionnaire used in the study consisted of 48 items and each of them related to one strategy for motivating the students. For analysing the data, 48 items were placed in the same 10 clusters that Cheng (2006) categorized according to content similarity.

In the study, Cronbach's Alpha was calculated as well in order to find out if the items were related in terms of participants' responses. These ten groups were: facilitate learners' self-confidence, present the tasks properly, make the tasks interesting, create a relaxed atmosphere in the classroom, set a proper teacher behaviour, promote learner autonomy, increase group cohesiveness and group norms, perceive learners' effort, increase learners' goal-orientedness, familiarize learners with L2-related values.

The reliability of the items in the questionnaire was verified by calculating Cronbach's Alpha (α= .948) and it was an acceptable values.

For collecting data, the questionnaire was distributed in some branches of Gooyesh and the researcher informed the managers of the purpose of the study. There were all kinds of classes taught by novice and experienced teachers, and all of the teachers were willing to use their spare time to complete the questionnaire. The researcher was physically present to respond to any misunderstanding about the questions.

After distributing the questionnaire, the obtained data were summarized, analysed, and prepared for statistical analysis.

All of the participants were assured that their information would only be used for the aim of the study. Sixteen teachers (8 novice teachers and 8 experienced teachers) were selected for observing their class. The questionnaire answered by each of them used as a check-list to compare their responses and their action in the class; therefore, the researcher marked each item used by the teacher.

Learners' motivated behaviour was operationalized as the students' level of engagement in instructional event. It means the level of motivated behaviour in terms of proportion of student who paid attention or actively participated during the class and who eagerly volunteered during teacher-fronted oral activities.

Ten teachers (5 novice teachers and 5 experienced teachers) were invited to be interviewed. The duration of the interview was approximately 10 minutes. At first, short introduction was given to the interviewees about the purpose of the interview. In the interview, interviewee's personal views and opinions about motivation were asked.

The 48 strategy items were grouped into 10 clusters based on their content similarities. The internal consistency of these scales were tested. Also, descriptive statistics were computed to summarize the results and prepare a rank order of the 10 clusters. Finally, the importance and frequency items were compared by computing standardized scores to classify motivational strategies that were particularly underutilized relative to the importance attached to them by the responding teachers.

The research participants were 30 teachers (15 novice teachers and 15 experienced teachers) from Isfahan who are teaching at Gooyesh Language Institutes. Each participants completed 48 questions based on their beliefs about using each of them.

This study selected teachers who are teaching Top Notch Fundamental A (elementary level). Because the students in this level are not familiar enough with English and they need motivation for learning; therefore, they need someone to motivate them. If they get confused and bored, they will lose their motivation and hate English.

The validity and reliability of the questionnaire were established in advance by specialist. The scores the experienced teachers (those with more than 5 years of experience) and novice teachers (those with less than 5 years of experience) obtained in the 10 different subscales of the questionnaire were compared using independent-sample *t* test to find out whether there was a difference between the way these two groups of teachers perceived the pedagogical knowledge they employed to enhance the motivational strategies of the learners in their classes. Also, Pearson correction and descriptive statistics such as frequencies and percentages were used to analyse the data obtained in this study.

RESULTS

The present study examined the pedagogical knowledge of experienced and novice teachers in order to motivate students in their classroom. It was also intended to compare how novice and experienced teachers motivate their students and to examine the strategies that novice and experience teachers applied for motivating their students; that is, it aimed to explore the most the least frequent strategies used by novice and experienced teachers.

It was explained that the scores the experienced teachers and novice teachers obtained in the 10 different subscales of the questionnaire were compared using independent-samples *t*-test to find out whether there was a difference between the way these two groups of teachers perceived the pedagogical knowledge they employed to enhance the motivational strategies of the learners in their language classes. For reasons of convenience, these 10 categories of pedagogical knowledge are rewritten here: 1) facilitating learners' self-confidence, 2) presenting the tasks properly, 3) making the tasks interesting, 4) creating a relaxed atmosphere in the classroom, 5) setting a proper teacher behaviour, 6) promoting learner autonomy, 7) increasing group cohesiveness and group norms, 8) perceiving learners' effort, 9) increasing learners' goal-orientedness, and 10) familiarizing learners with L2-related values. The results of the descriptive statistics and independent-samples *t*-test concerning the comparison of the experienced and novice teachers are presented in Table1.

Table 1. Independent-Samples t Test Results Comparing the 10 Pedagogical Knowledge Areas of the Experienced and Novice Teachers

Categories	Teachers	*N*	Mean	*Std.* Deviation	*df*	*t*	*Sig.* (2-tailed)
Category 1	Experienced	15	8.46	1.40	28	1.35	.18
	Novice	15	7.53	2.26			
Category 2	Experienced	15	3.33	.61	28	1.00	.32
	Novice	15	3.00	1.13			
Category 3	Experienced	15	7.33	1.67	28	3.01	.005
	Novice	15	5.53	1.59			
Category 4	Experienced	15	6.46	1.55	28	1.10	.27
	Novice	15	5.93	1.03			
Category 5	Experienced	15	9.06	.59	28	.58	.56
	Novice	15	8.86	1.18			
Category 6	Experienced	15	6.53	2.13	28	.66	.51
	Novice	15	6.06	1.70			
Category 7	Experienced	15	7.53	1.35	28	.00	1.00
	Novice	15	7.53	1.24			
Category 8	Experienced	15	6.93	1.27	28	1.08	.28
	Novice	15	6.46	1.06			
Category 9	Experienced	15	5.06	2.12	28	.82	.41
	Novice	15	4.46	1.84			
Category 10	Experienced	15	8.06	1.16	28	2.60	.01
	Novice	15	6.53	1.95			

The number of teachers in each groups, means, standard deviations, degrees of freedom, *t* values, and the *p* values (under the *Sig.* column) for comparing the different categories of pedagogical knowledge of the experienced and novice teachers are shown in Table 1. The single most important pieces of information in this table are those of the *p* values. A *p* value greater than .05 (which was the pre-set significance level in this study) indicates no significant difference between the two groups of teacher, while a *p* value lower than .05 signified a statistically significant difference between the two groups of teachers.

As to the first category of the pedagogical knowledge (i.e. facilitating learners' self-confidence), the difference between experienced (M = 8.46) and novice (M = 7.53) teachers, was not statistically significant (p = .18 > .05). This was also the case with the second category of pedagogical knowledge (i.e., presenting tasks properly) as well (p = .32 > .05) since the mean score for the experience teacher (M = 3.33) was slightly larger than that of the novice teachers (M = 3.00).

However, with respect to the third category (i.e., making the tasks interesting), experienced teachers (M = 7.33) significantly outscored novice teachers (M = 5.53), p = .005. Looking down the *Sig.* column in Table 4.1, it could be spotted that there was only one more category for which the difference between experienced and novice teachers reached statistical significance: category 10 (i.e., familiarizing learners with L2-related values) featured a significantly higher mean score for experienced teachers (M = 8.06) compared to that of the novice teachers (M = 6.53), p = .01.

For all the remaining categories, the difference between the pedagogical knowledge of experience and novice teachers was not statistically significant: creating a relaxed atmosphere in the classroom (p = .27), setting a proper teacher behaviour (p = .56), promoting learner autonomy (p = .51), increasing group cohesiveness and group norms (p = 1.00), perceiving learners' effort (p = .28), and increasing learners' goal-orientedness (p = .41).

Thus, the response to the question of whether experienced and novice teachers differed significantly in terms of their pedagogical knowledge used to enhance the learners' motivational strategies could be that the differences lay only in making the tasks interesting and familiarizing learners with L2-related values. On the other hand, no significant difference was observed between the two groups of teachers in facilitating learners' self-confidence, presenting the tasks properly, creating a relaxed atmosphere in the classroom, setting a proper teacher behaviour, promoting learner autonomy, increasing group cohesiveness and group norms, perceiving learners' effort, and increasing learners' goal-orientedness.

The aim of implementing teacher observation was to find out whether there was a relationship between the pedagogical knowledge areas they believed to use and the actual use of different categories of pedagogical knowledge in their classes. Pearson correlation was conducted to find the relationship between the scores for experienced and novice teachers' use of pedagogical knowledge areas were and the frequency of use of those strategies, as observed by the researcher. Then the correlation coefficients of the

experienced teachers were compared with those obtained for novice teachers, using Fisher's *r*-to-*z* transformation formula, to find out whether the correlation coefficients were different for these two groups of teachers or not. The results of Pearson correlation and Fisher's *z* test are provided in Table 2.

Table 2. Correlation Results for the Relationship between Perceived Pedagogical Knowledge and Actual Pedagogical Knowledge by Experienced and Novice Teachers

Categories of Pedagogical Knowledge		Observations of Experienced Teachers	Observations of Novice Teachers	*Sig.* (2-tailed) for Fisher's *z*
Category 1	Pearson Correlation	.19	.22	.93
Category 2	Pearson Correlation	.63*	.51*	.65
Category 3	Pearson Correlation	.48*	.37	.74
Category 4	Pearson Correlation	.29	.31	.96
Category 5	Pearson Correlation	.53*	.58*	.85
Category 6	Pearson Correlation	.17	.14	.93
Category 7	Pearson Correlation	.27	.18	.81
Category 8	Pearson Correlation	.26	.19	.85
Category 9	Pearson Correlation	.17	.21	.92
Category 10	Pearson Correlation	.55*	.39	.61

Note: * shows a significant relationship at $p < .05$ level of significance.

Table 2 revealed that for experienced teachers, the highest correlation coefficient for the relationship between perceived pedagogical knowledge and actual pedagogical knowledge related to category 2 (i.e., presenting the tasks properly), $r = .63$. As indicated by the asterisk beside this correlation coefficient, this relationship was of statistical significance.

The second highest correlation coefficient for experienced teachers was that of category 10 (i.e., familiarizing learners with L2-related values), $r = .55$, and this relationship was also found to be statistically significant. Then there was the correlation coefficient for category 5 (i.e., setting a proper teacher behaviour) with coefficient of .53, which indicated a significant relationship between the perceived and actual setting of proper teacher behaviour.

In addition, category 3 (i.e., making the tasks interesting) featured a statistically significant relationship ($r = .48$) between the purported and actual use of this category of pedagogical knowledge. All other categories of pedagogical knowledge of experienced teachers showed weak relationships between the perceived and actual use of pedagogical

knowledge. In fact they had a correlation coefficient lower than .30, and that is why they were considered as indication weak relationships. Cohen (1988, cited in Pallant, 2010) believed that a correlation coefficient lower than ±.30 is weak, one between ±.30 and ±.50 is moderate, and a coefficient greater than ±.50 implies a strong relationship.

Thus, for experienced teachers, the correlation coefficients for category # 2, 5, and 10 were strong, the one for category 3 was moderate, and all other correlation coefficients were weak.

As for the novice teachers, the correlation coefficients for category 2 (i.e., presenting the tasks properly, r = .51) and category 5 (i.e., setting a proper teacher behaviour, r .58) were strong and statistically significant. The coefficients for categories 10 (i.e., familiarizing learners with L2-related values, r = .39), 3 (i.e., making the tasks interesting, r = .37), and 4 (i.e., creating a relaxed atmosphere in the classroom, r = .31) were moderate, but not statistically significant. All other categories has weak correlation coefficients.

The results of Fisher's z test revealed that in none of the categories of pedagogical knowledge, the correlation coefficients for experienced and novice teachers differed significantly.

Interviews with 5 experienced and 5 novice teachers were conducted to explore what were the most frequently used and the least frequently used motivational strategies employed by experienced and novice teachers. As for the experienced teachers, the most widely used motivational strategies were establishing good relationship with students (a subcategory of setting proper teacher behaviour), providing students with positive feedback (a subcategory of facilitating learners' self-confidence), bringing in and encouraging humour (a subcategory of creating a relaxed atmosphere in the classroom), giving clear instructions by showing examples (a subcategory of presenting the tasks properly), and introducing various interesting topics (a subcategory of making tasks interesting).

The least frequently used motivational strategies by the experienced teachers were monitoring students' progress and celebrating their victories, encouraging students to set personal goals, letting students suggest class rules (a subcategory of group cohesiveness and group norms), and giving students choices in deciding how and when they will be graded.

On the other hand, novice teachers believed they made the use of the following motivational strategies most frequently: showing enthusiasm for teaching, making sure grades reflect students' efforts and hard work, providing students with positive feedback, giving clear instructions by showing examples, making tasks challenging.

The least frequently used motivational strategies by novice teachers, however, were encouraging learning from classmates in small groups (a subcategory of promoting learner autonomy), letting students suggest class rules (a subcategory of promoting group cohesiveness and group norms), inviting native speakers to class (a subcategory of

familiarizing learners with L2-related values), and helping students develop realistic goals about learning English (a subcategory of increasing learners' goal-orientedness).

Another goal in this study was to figure out whether there was a significant difference between the achievement scores of the learners in the experienced and novice teachers' classes. To attain this goal, the scores obtained from the final exams of the learners in the experience and teachers' classes were compared via independent-samples *t* test.

Table 3. Independent-Samples t Test Results Comparing the 10 Pedagogical Knowledge Areas of the Experienced and Novice Teachers

Learners	*N*	Mean	*Std.* Deviation	*df*	*t*	*Sig.* (2-tailed)
Experienced Teachers' Classes	176	95.68	3.41	363	7.32	.00
Novice Teachers' Classes	189	91.37	4.26			

As it could be seen in Table 3, the *p* value under the *Sig.* column was lower than the significance level ($p = .00 < .05$), indicating that the difference between the achievement scores of the learners of the experienced teachers ($M = 95.68$) and those of the novice teachers ($M = 91.37$) were statistically significant. That is to say, experienced teachers succeeded more vis-à-vis novice teachers in helping their learners achieve instructional objectives of the course. The superiority of the experienced teachers over their novice counterparts is shown in Figure1 below:

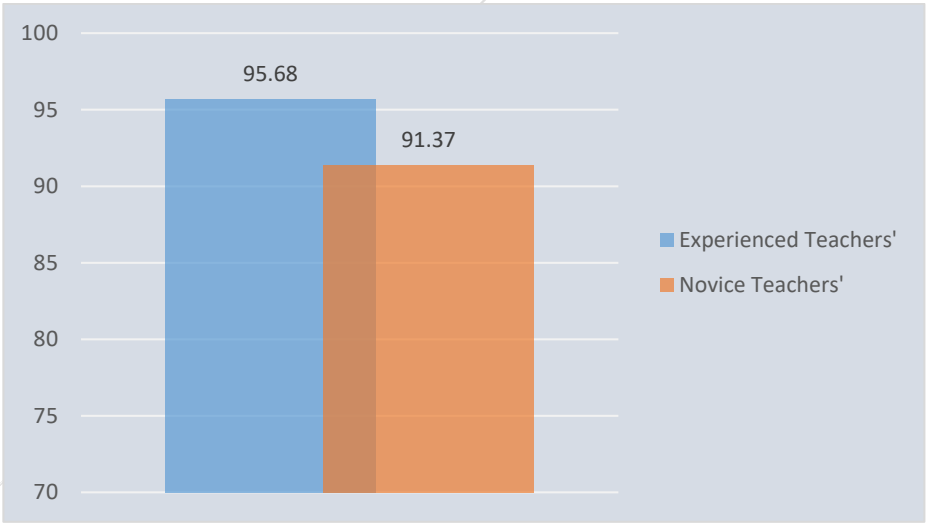

Figure 1. Experienced and Novice Teachers

As it was mentioned above, Figure 1 shows that the achievement mean score of the learners in experienced teachers' classes ($M = 95.68$) was considerably higher than the mean score of the learners in novice teachers' classes ($M = 91.37$).

DISCUSSION

The statistical analysis of the results revealed that except for two categories of pedagogical knowledge, namely, making the tasks interesting and familiarizing learners with L2-related values, for all other eight categories no significant differences could be

found between the two groups of the teachers. Thus, the first null hypothesis could be retained.

The rationale behind this similarity between novice and experienced teachers could lie in the fact that, nowadays, due to large number of research studies in the area of language teaching and learning and also the accessibility of the recent findings through technological tools, multimedia, and internet, all teachers, no matter novice or experienced have sufficient pedagogical knowledge concerning the importance and merits of motivational strategies. Although, the significance of teachers experience cannot be denied, the results of the study highlighted the familiarity of both groups of teachers with categories of motivational strategies as a noticeable portion of pedagogical knowledge.

It can be inferred from the obtained results that this similarity between the two groups of teachers concerning the use of motivational strategies could be originated from their enjoying the same cultural background. The categories included in the questionnaire contain issues which are respected and valued by Iranian teachers. Most of them believe that a relaxed class atmosphere and proper mutual respect would be conductive to a successful foreign language class.

One of the strategies both groups valued was increasing learners' goal-orientedness. This result probably reflected two points that should be regarded further. One point was that the students might be mostly motivated by goal-oriented motivational strategies.

Presenting tasks properly was also highlighted by both groups of teachers, which means that experienced and novice teachers had similar perceptions of this point. Presenting tasks properly was not only relevant from the experienced teachers' perspective but also the novice teachers' perspective. In addition, this result reflected that teacher modelling and presenting the meaning or purpose of a specific task would more effectively increase student motivation. Students would then be willing to complete a task with clear instruction and a meaningful purpose.

Another motivational strategy to which both groups were sensitive was 'Proper teacher behaviour. The results of this study showed that the experienced teachers favoured this strategy more than the novice ones implying that they are more familiar with its pedagogical value.

Another strategy on which the two groups did not have the same idea was 'familiarizing learners with L2-related values. Perhaps the reason for this disagreement is related to lack of awareness on the part of novice teachers regarding what these values are. However, almost a complete consent was obtained on the other categories like enhancement of learners' self-confidence.

The instrument used for this phase of the study was observation. To find the relationship between the scores for experienced and novice teachers' use of pedagogical knowledge areas Pearson correlation and Fisher's *r*-to-*z* transformation formula were utilized. The statistical analysis of the results uncovered that, for experienced teachers, only in four

categories, namely, presenting the tasks properly, making the tasks interesting, setting a proper teacher behaviour, and familiarizing learners with L2-related values, the correlation coefficients were found to be statistically significant. This implies that only in these four categories the experienced teachers practiced what they preached and in the rest of the cases only lip service was paid. For novice teachers, the situation was even worse. It means that only for two categories, i.e., presenting the tasks properly and teacher having a proper behaviour the correlation was high.

They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore, they can be expected to mediate the effects of job-related policies – such as changes in curricula for teachers' initial education or professional development – on student learning.

Close monitoring, adequate pacing and classroom management as well as clarity of presenting tasks, well-structured lessons and informative and encouraging feedback – known as key aspects of "direct instruction"– have generally been shown to have a positive impact on student achievement. This is not enough, however; while the teacher provides learning opportunities, these must be recognized and utilized by the student to be effective. Motivation, goals and outcomes have to be taken into account as well.

Teachers have a set of complex belief systems that are sometimes not reflected in their classroom practices for various complicated reasons. The teachers' beliefs cannot necessarily have a huge impact on the way they teach. They are required by law to teach certain things which may or may not go along with their beliefs. Sometimes, teachers have to compensate for the disjunction between their personal set of beliefs and the realities of the classroom restrictions. They propose that what teachers believe and what they actually do are quite different. Furthermore, even though teachers' beliefs may change, their practices often do not.

Multiple factors account for this lack of congruence between teachers' perceived knowledge and actual practices. Some of these factors may include the limitations imposed by bureaucratic red tape. Also, the lack of professional development and administrative support are partially responsible for the lack of congruence. A wealth of research evidence has shown that teacher' perceptions about teaching and learning influence their teaching practices. Upon entering teacher education, most teachers would have already possessed a well-developed set of beliefs. It is generally acknowledged that teachers possess theoretical knowledge about teaching and learning and those ideas and theories tend to shape the nature of their instructional practice (Davis & Wilson, 1999).

The justification for findings of this study could be made based on the unique characteristics of teaching English in Iranian institutes. Based on policy of these institutes, the teachers are supposed to follow a predetermined syllabus dictated and also practiced in the teacher training courses of the institutes. Accordingly, in the majority of the cases teachers are not sufficiently free to put their perceived knowledge into practice.

The scores obtained from the final exams of the learners in the experienced and novice teachers' classes were compared via independent-samples *t* test. The statistical analysis of the results indicated that there was a significant difference between the two groups and that the experienced teachers were more successful in helping their students attain the instructional goals. Hence, the third null hypothesis could be safely rejected.

Investigating the connection between a teacher's experience and his or her teaching quality has long proved methodologically challenging, largely because of the difficulty in comparing cohorts of students taught by teachers of varied experience levels with different training and backgrounds. They analysed those data using three different methods, each of which relies on different baseline assumptions about how to capture growth in teacher effectiveness as teachers gain experience. Under all three of the models studied, the researchers found teachers' ability to improve student achievement persisted well beyond the three- to five-year mark. While the teachers did make the most progress during their first few years in the classroom, teachers improved their ability to boost student test scores on average by 40 percent between their 10th and their 30th year on the job, the study shows.

The teachers were found to be aware of the importance of providing clear rules and correcting student misbehaviour whenever necessary, while they intended to reduce potential negative influences of corrections on the classroom atmosphere. They aimed at developing a positive rapport with students and adjusted their teaching methods to students' anticipated responses.

Maini (2011) evaluated the impact of a teacher training program in ESL classroom management with the aim of preventing off-task and disruptive student behaviour in the classroom in Canada. The result revealed significant increase in teachers' confidence to manage student misbehaviour and uses of rewards as an intervention strategy. It was also found that student inattention and over activity decreased significantly while on-task non-disruptive behaviour and self-reliance were increased.

Presenting tasks properly with clear instructions, and introducing various interesting topics were other favourable strategies for experienced teachers. Interest is often thought of as a process that contributes to learning and achievement.

The most frequent strategy novice teachers favoured was showing enthusiasm for teaching which was similar to experienced teachers' viewpoint. It was followed by perceiving students hard efforts, making tasks interesting and proper performance of the tasks. However, the least frequent strategies selected by experienced teacher were monitoring students' progress and celebrating their victories, encouraging students to set personal goals, letting students suggest class rules, and giving students choices in deciding how and when they will be graded. And the ones for novice teachers were encouraging learning from classmates in small groups, letting students suggest class, inviting native speakers to class, and helping students develop realistic goals about learning English.

The two groups of teachers had the same viewpoints regarding some of the strategies, however there were some differences regarding others. It seems that the reason could be related with lack of enough knowledge in the field or the tendency to follow some predetermined teaching steps dictated by the institute administrators.

CONCLUSION

The findings indicated that the two groups of teachers did not differ significantly in terms of the components of pedagogical knowledge. Regarding the majority of the strategies what the teachers perceived as effective motivational strategies were not put into effect in the classrooms. The two groups of teachers were in agreement regarding the use of some of the strategies, however, there were some differences observed as well. And finally, experience seemed to play a vital role in enhancing the EFL learners' achievement.

The findings of this study offer some beneficial implications for L2 teachers, learners, materials developers, and language institutes' administrators. L2 teachers can become familiar with pedagogical knowledge and its components as regards the enhancement of motivation. They need to realize the true meaning of motivation and to what extent teachers can help learners to become motivated and then successful in language learning. The novice teachers would understand that experience is a great asset in teaching profession, and if some problems crop up during the teaching process, one authentic source could be expert teachers. The experienced teachers should also realize that despite the value of experience, up-to-date knowledge is sometimes necessary to tackle new issues, and this is the time they should count on novice teachers.

L2 learners are the main target of this study. All these issues are investigated and discussed to help them become more motivated and successful in the hard journey of moving from L1 to L2.

Materials developers are the third party who can practically benefit from the results. They need to include as many of the motivation strategies reported in this study in the textbooks and instructional materials as possible to boost the quality of EFL learning. And last, but certainly not the least, test designers should try to take advantage of such findings to make the testing conditions less threatening and more motivating for the test takers.

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