



IRAQI  
Academic Scientific Journals



العراقية  
المجلات الأكاديمية العلمية

ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

**Journal of Language Studies**

Contents available at: <http://www.iasj.net/iasj/journal/356/about>



## The Role of Teachers' Motivation in Developing EFL Students' Speaking Skill at University of Salahaddin

**Shanga Ahmed Salar Qurbani\***

MA student, Department of English – College of Basic Education –  
Salahaddin University

[Shangaahmadsalar7@gmail.com](mailto:Shangaahmadsalar7@gmail.com)

&

**Asst. Prof. Nawzar Mohammed Haji**

Department of English-Faculty of Education- Soran University

[Nawzar.haji@ena.soran.edu.iq](mailto:Nawzar.haji@ena.soran.edu.iq)

Received: 26 /12 /2022 , Accepted: 9 /1/2023 , Online Published : 31 /1 / 2023

### **Abstract**

This study aims to investigate the role of motivated EFL teachers on developing students' speaking skill and boosting their confidence to speak in English at two colleges of Salahaddin University (Viz. College of Basic Education and College of Languages). To do so, a quantitative approach is adopted in the study. To find out the effect of teacher motivation on improving students' speaking skill, a survey questionnaire is distributed to 87 students. The results show that motivated teachers improve students' speaking skill since they give feedback on correct pronunciation of words, correct use of grammatical tenses and the use of appropriate vocabularies. Furthermore, the findings demonstrate that motivated teachers boost students' confidence to speak in English in class since they use praising words to encourage students to speak in English, build a good rapport with them, use innovative methods of teaching, and make sure nobody laughs when students make mistakes. The findings will improve all the EFL teachers who would like to know how important teacher motivation is in improving students' speaking skill and building their confidence.

**Keywords:** Motivated teachers, Motivation, Speaking skill, Students' confidence

\* Corresponding Author: Shanga Ahmed Salar

E.Mail: [Shangaahmadsalar7@gmail.com](mailto:Shangaahmadsalar7@gmail.com), Affiliation: Salahaddin University -Iraq

## دور تحفيز المعلمين في تطوير مهارة التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية بجامعة صلاح الدين

شبكة احمد سالار عبدالواحد

جامعة صلاح الدين

و

ا. نوزر محمد حجي

جامعة سوران

**المخلص:** تهدف هذه الدراسة إلى التحقيق في دور أساتذة اللغة الإنجليزية كلغة أجنبية المهتمين في تطوير مهارات التحدث لدى الطلاب وتعزيز ثقتهم في التحدث باللغة الإنجليزية في كلتا الكليتين كلية التربية الأساسية وكلية اللغات في جامعة صلاح الدين. لتحقيق اهداف الدراسة ، تم اعتماد النهج الكمي فيجمع وتحليل البيانات. لمعرفة تأثير تحفيز الأساتذ على تحسين مهارة التحدث لدى الطلبة ، تم توزيع استبيان استبيان على 87 طالبا. أظهرت النتائج أن الأساتذة المحفزين يطورون مهارة التحدث لدى الطلبة لأنهم يقدمون ملاحظات حول النطق الصحيح للكلمات ، والاستخدام الصحيح للأزمنة النحوية واستخدام المفردات المناسبة. علاوة على ذلك ، أظهرت النتائج أن الأساتذة المحفزين يعززون ثقة الطلبة في التحدث باللغة الإنجليزية في الفصل لأنهم يستخدمون كلمات الثناء والمدح لتشجيع الطلبة على التحدث باللغة الإنجليزية ، وبناء علاقة جيدة معهم ، واستخدام أساليب تعليمية مبتكرة ، والتأكد من الاستهزاء من أي شخص يرتكب الأخطاء. بأستطاعة النتائج ان تفيد جميع أساتذة اللغة الإنجليزية كلغة أجنبية الذين يرغبون في معرفة مدى أهمية تحفيز المعلم في تحسين مهارات التحدث لدى الطلاب وبناء ثقتهم.

### 1. Introduction

Teacher motivation tends to be self-evident as it evokes and develops student motivation, educational reform, teaching practice and teachers' psychological fulfillment and well-being. Teacher motivation is defined by Sinclair (2008, p. 81) in terms of three points. The first one is 'attraction' that is related to what attracts people to teaching. The second one is 'retention'; by which he means how long the teachers stay in their initial teacher education courses. The last point is 'concentration' that is related to the extent to which the teachers engage with their courses and teaching profession. Han and Yin (2016, p. 3) emphasized two aspects of teacher motivation that are motivation to teach and motivation to stay in the profession.

Barbieri, et al. (2017) worked on teacher motivation based on how satisfied they are in their workplaces. They proved that dissatisfied teachers who want to change their workplace and transfer to another school are poor performers. Therefore, they defined

motivated teachers as those who would like to remain in their workplace and never want to transfer to another one. Those teachers who want to transfer to another school never put a lot of effort into their teaching in their current workplace and disregard longer term plans for developing students' level of language proficiency.

Less-experienced teachers tend to be less motivated since they do not know when and how to put the right effort into the right place and how to help students achieve success in their learning (Barbieri, et al., 2017, p. 63). Teachers' motivation level could be increased when the teachers have full right in selecting teaching materials, programs, and teaching methods and to determine classroom organization and discipline. When the teacher is free, he can choose the appropriate methods and materials for his students based on their proficiency level in the language. This helps the students to achieve the goals of learning the language perfectly since the teacher does his job appropriately (Han and Yin, 2016, p. 6).

Several direct motivating factors are enlisted such as intrinsic motivation and extrinsic motivation) as well as indirect motivating factors (autonomy, working relationships, self-realization, and institutional support). They emphasized that financial benefits like salary, pension and insurance tend to be extrinsic factors motivating teachers and playing a significant role in the way they perform in class (Ibid: p. 8 ).

Demotivated teachers find their work difficult to adjust with today's demand of the world of education that is altering their classes to a student-centered one. Creating a student-centered atmosphere in class, besides being challenging for demotivated teachers, is extremely rewarding for improving students' speaking skill. That is why the teachers need to have an extremely elevated level of motivation to achieve that. Motivated teachers are likely to affect students' success in language learning. Hence, this study aims at investigating the role of motivated EFL teachers in developing Kurdish EFL students' speaking skill at university level. It further aims to pin point whether motivated teachers boost EFL students' confidence to speak in English and improve their speaking skill at two colleges of Salahaddin University (viz. College of Basic Education and College of Languages) goal (Mahadi and Jafari, 2016, p. 60).

## **2. Literature Review**

In the sixth semester of the English Education Study Program at Tanjungpura University, Natalia et al. (2014) attempted to determine the factors that encouraging students to use English in theater class. The research used a qualitative approach using a descriptive methodology. 28 students in the English drama class serve as the research sample. Students are interviewed for the data, and the interviews' transcripts are also taken. The research's findings identify a number of factors that influence students' speech, including the teachers' factors such as, love, caring, interaction, and sense of humor, and the classroom environment factors such as, self-development, respect, competition, self-confidence, possibility of self, parents' factors.

Duhari (2015) conducted a study with eighth-grade students from Negeri 5 Batang Angkola to examine the impact of teachers' enthusiasm on students' speaking abilities. The investigation was conducted using a quantitative approach. 31 students from SMP Negeri 5 Batang Angkola's eighth grade participated in the research. The tool used to examine students' speaking abilities is a diagnostic test. According to the data analysis's findings, teachers' motivation had a significant impact on their students' ability to communicate.

Leong and Ahmadi (2017) discussed a review paper to trace out the body of research in terms of the term speaking, its importance, and characteristics, speaking problems, and factors affecting speaking performance. The result of the review of literature revealed

that appropriate speaking instruction by the teacher was one of the learners' priorities and an aspect in which they need more attention. This shows that the instruction given by teachers tends to be a prevalent factor affecting students' speaking skill.

Alam et al. (2018) aim at scrutinizing the importance of teachers' motivation in accelerating students' oral proficiency in Bangladesh. The quantitative research method applied was a questionnaire. The participants were 100 students who had taken English as a compulsory subject for 12–13 years at five private universities in Bangladesh. The results of the study showed that teachers' enthusiasm encourages students to improve their verbal performance, pave the way for greater achievement in the future, and—most importantly—maintain learners' intense fascination and interest in the L2 learning process.

According to Younas et al. (2020), teachers' motivation and attitudes have an impact on their students' ability to learn and speak L2 at a higher level. According to the study's findings, ineffective teachers, antiquated teaching techniques, students' backgrounds, the influence of their mother tongues, a demanding curriculum, low student interest, a lack of motivation, a lack of access to resources and proper guidance, and an unsuitable environment for speaking all have an impact on how well students learn and communicate.

In the Middle School of the Malang Regency, Rahayu and Kala'lembang (2021) conducted a study to determine the relationship between teacher motivation and students' English communication skills. To accomplish the study's objectives, a quantitative research approach is used, and Pearson's product moment correlation was chosen as the research methodology. The motivation levels of 30 teachers were assessed using a questionnaire, and the importance of English communication skills was determined using the average scores of 30 students in a specific course. The findings revealed a strong connection between students' English communication abilities and teachers' motivation (achievement).

Jezhny and Bapir (2021) attempt to explore students' perspective regarding the major factors affecting speaking skill. A mixed method research approach has been adopted. Structured questionnaires and interviews are used as instruments of data collection. The participants were fifty-two students from two colleges, college of Education, and Basic Education of English Department at Salahaddin University. The results of the study displays that methodological, linguistic-related, and psychological factors influence the speaking skill of ELLs. The most prominent ones were oral practice, range of vocabulary, and self-confidence.

### **3. Research Methodology**

#### **3.1 Rationale for the Choice of the Research Methodology**

A quantitative research approach is adopted in this study. A questionnaire is used as a tool for collecting quantitative data. The main reason behind using the questionnaire is to show students' opinions about the impact of motivated teachers on students' speaking skill.

The study tried to answer the following inquires:

1. How does teacher motivation affect Kurdish EFL students' speaking skill in Salahaddin University?
2. Do motivated teachers boost Kurdish EFL students' confidence to speak in English?
3. Do Kurdish EFL students believe that motivated teachers improve their speaking skill?

#### **3.2 Hypothesis of the Study**

It is hypothesized that teacher motivation affects students' speaking skill in a positive way and improves their speaking skill.

### 3.3 Sample and Context

The present study is conducted at two colleges of Salahaddin University that are College of Basic Education and College of Languages in Erbil-Kurdistan. The participants who answered the designed questionnaire of the study are 87 Kurdish students. Personal information was gathered for the 87 participants of the study. The students are chosen randomly.

Table 1 shows the descriptive Statistics for demographic questions including gender, age, stage, college, and speaking course. The participants were of both genders (68 females and 19 males). The percentage of female responders (78.2%) is higher than the percentage of male (21.8%). Their age ranged from 18 to 23 years old. Most of the students are aged 19 years of (34.5%) followed by 20 years (32.2%), 21 years (18.4%), 22 years (6.9%), 18 years (5.7%), and 23 years (2.3%) respectively.

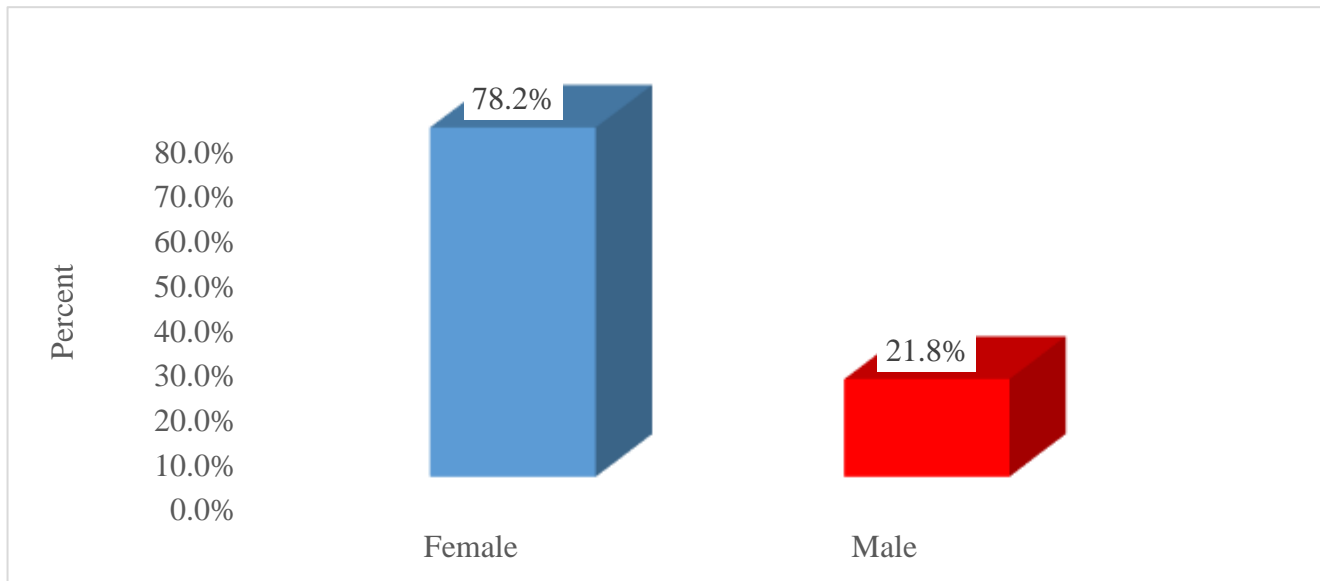
The students are chosen from all the four stages. First grade students have the highest percentage in this survey (39.1%) followed by fourth grade (27.6%), third grade (21.8%), and second grade (11.5%) respectively. The participants are also asked for whether they have taken speaking skill classes or not. That is an important question to ask since the main aim of the study is to know students' opinion about whether teacher motivation improves their speaking skill. The percentage of students who have taken speaking courses (78.2%) which is higher than the percentage of those students that have not taken any speaking courses (21.8%).

**Table 1 Demographic Information of the Students who Took Part in the Questionnaire**

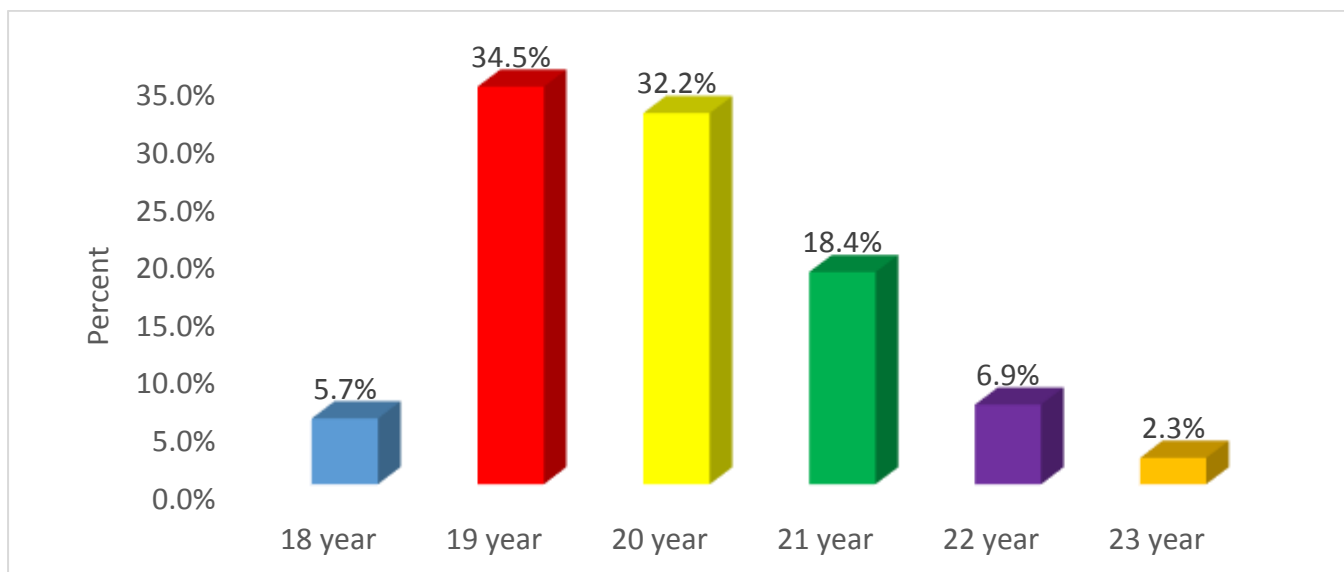
		F	%
Gender	Female	68	78.2%
	Male	19	21.8%
Age	18 year	5	5.7%
	<b>19 year</b>	<b>30</b>	<b>34.5%</b>
	20 year	28	32.2%
	21 year	16	18.4%
	22 year	6	6.9%
	23 year	2	2.3%
Stage	<b>First</b>	<b>34</b>	<b>39.1%</b>
	Second	10	11.5%
	Third	19	21.8%

College	Fourth	24	27.6%
	Basic Education	51	58.6%
	Language	36	41.4%
Have you studied Speaking Skills?	Yes	68	78.2%
	No	19	21.8%

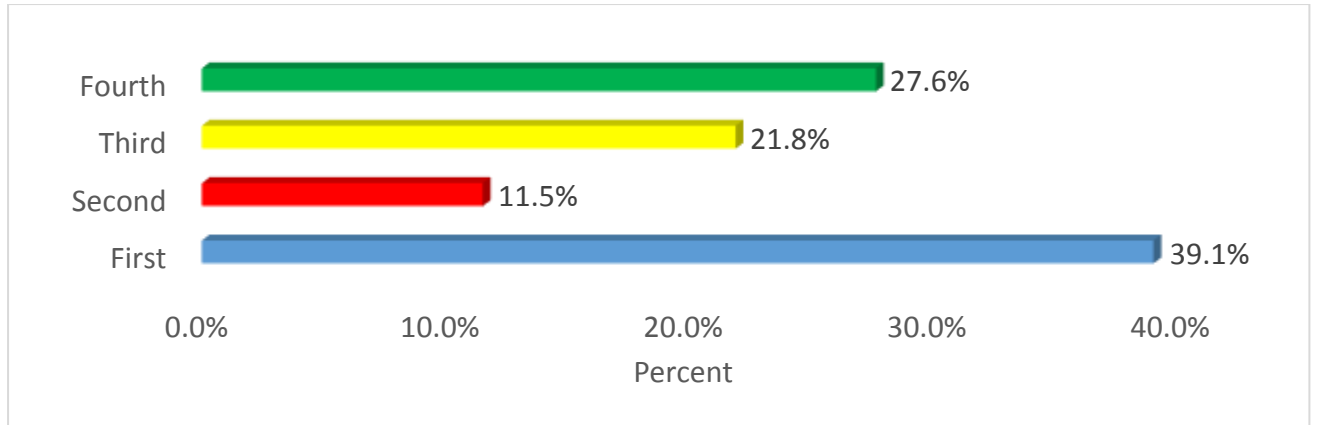
The percentage of each of the demographic questions are shown in figure1, 2, 3, 4, and 5 via using bar chart and pie charts.



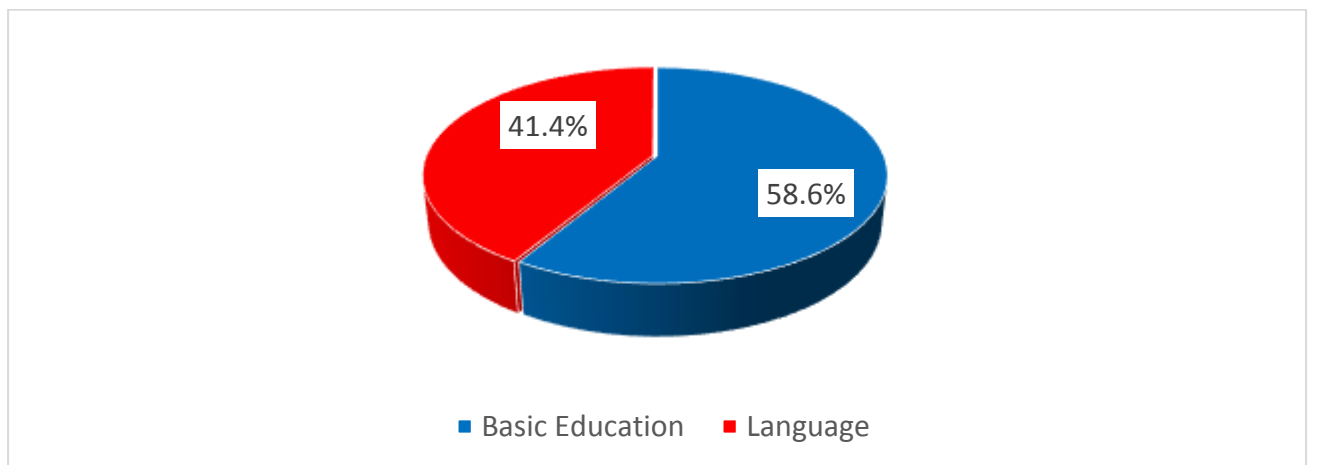
**Figure1 Descriptive Statistics for Gender of the Students using Bar Chart**



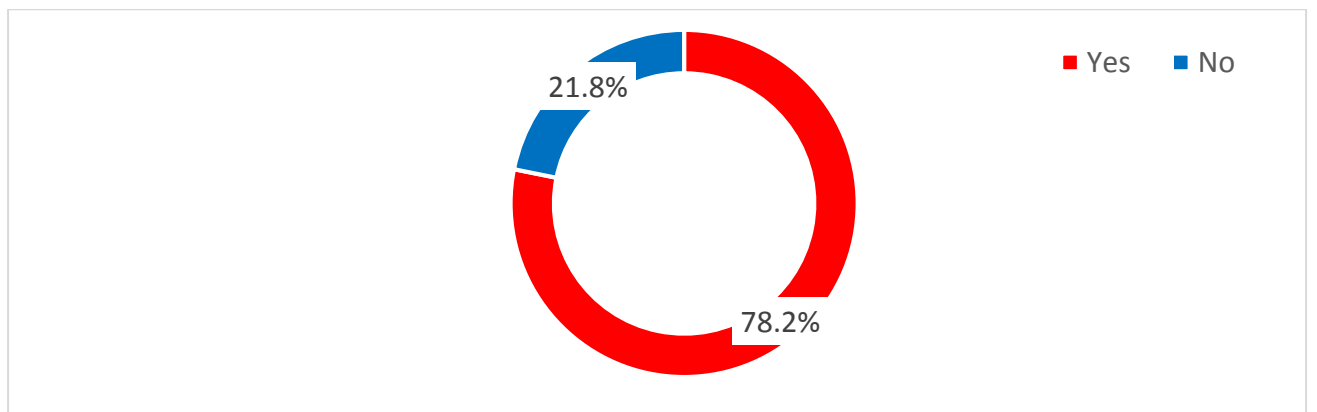
**Figure2 Descriptive Statistics for Age of the Students using Bar Chart**



**Figure3 Descriptive Statistics for the Stage of the Students using Bar Chart**



**Figure4 Descriptive Statistics for the College of the students using Pie Chart**



**Figure5 Descriptive Statistics for Students who Took Speaking Skill Course and those who did not by using Pie Chart.**

### **3.4 Research Instruments and Data Collection**

A quantitative approach is adopted in this study. A questionnaire was distributed to 87 students at both College of Basic Education and College of Languages to know their opinion about to what extent motivated teachers improve their speaking skill. SPSS is used to analyze the questionnaire. The questionnaire consisted of two parts. The first part is asking for the participants' demographic information (as seen in Table 1) and the second part contains 20 items asking students about how motivated teachers affect students' speaking skill. 10 of the items (viz. items 2, 3, 5, 8, 10, 11, 12, 13, 15 and 17) are asking about whether motivated teachers boost students' confidence when they speak in English. The remaining 10 items (viz. items 1, 4, 6, 7, 9, 14, 16, 18, 19 and 20) are about whether motivated teachers improve students' speaking skill (see appendix A for the questionnaire). The researchers has written the questionnaire's items, and five academics amended them after doing face validity testing on the assertions. Each topic on the questionnaire are scored on a four-point Likert scale, with 1 being the strongest disagreement and 4 being the strongest agreement. For each of the 20 assertions, the researchers ask the students to score it on a scale of 1 to 5 on a questionnaire.

Before the findings are presented, the research tool has been evaluated for validity and reliability. A test of reliability is performed using Cronbach's alpha. A construct's internal consistency is evaluated by the reliability test. For this measure, 0.60 is the minimum reliability "alpha" that is considered acceptable (Hair et al., 2003, p. 20 and Blbas, 2019, p. 21). As a scale of reliability, Cronbach's alpha values have been calculated to examine the data's internal consistency following data collection (Zhong et al.,2017; Vaske et al., 2017; Taber, 2018). The lower constraint for true scan reliability is alpha, to be more specific.

It is advised that the dependability be equal to or greater than 0.60 for an experimental or exploratory investigation (Straub et al., 2004, p. 24). Four reliability cut-off points has been proposed by Hinton (2014, p. 51), including excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70), and low reliability (0.50 and below). Even though reliability is crucial for research, it is insufficient without validity. In other words, a test must be legitimate in order for it to be dependable (Wilson, 2014). The reliability of each construct is shown in Table 2. The high value of Cronbach's alpha for each formulation shows that it is logical and consistent and assesses the same construct's content.

**Table 2 Reliability of Measurements for all Variables**

Constructs	Number of items	Cronbach's Alpha
Student Speaking Confidence	10	0.747
Improving Students' Speaking Skills	10	0.795
All together	20	0.860

The above table shows the values of the Cronbach's coefficient estimated for testing the internal consistency of the measurement. The result for Cronbach's alpha is (0.747) for Student Speaking Confidence, (0.795) for Improving Students' Speaking Skills, and (0.860) for all of items together respectively. Table 2 represents that all the constructs have passed the reliability test where all  $\alpha$ -values have exceeded the recommended minimum value of Cronbach's alpha (Blbas, 2019, p.21).



### 3.5 Data Analysis

Descriptive statistics are used in SPSS version 21.0 to assess the data that has been collected. Because of the nature of the study questions, descriptive statistics are used because they can easily be studied and analyzed.

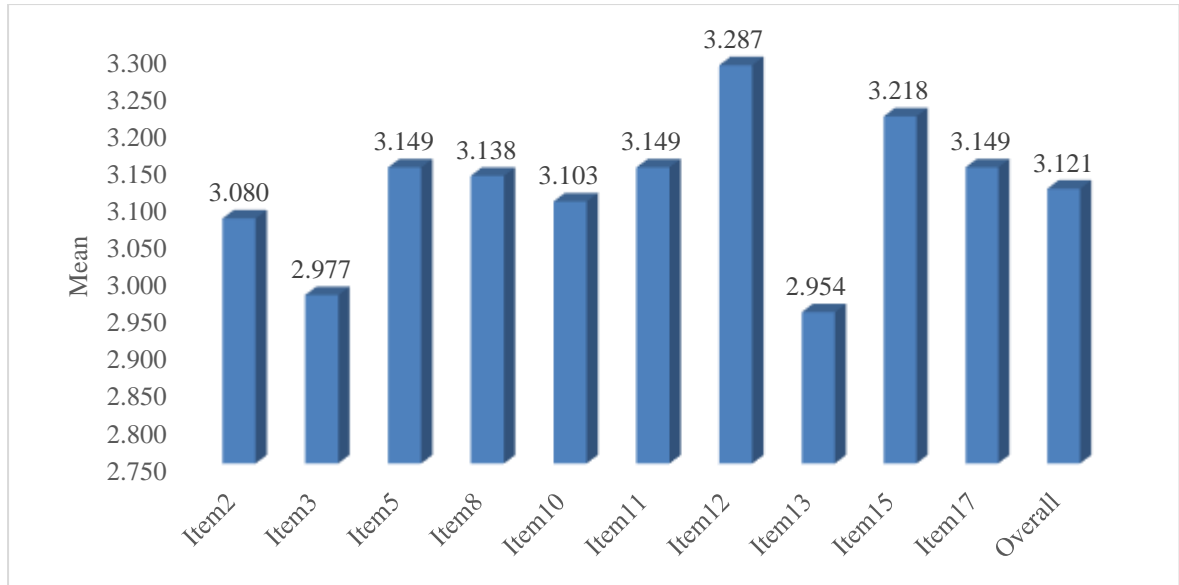
### 4. Analysis of Results

This section is devoted to the analysis of results and the results of the questionnaire are explained in tables. The questionnaire included 20 items. 10 of the items were about whether teacher motivation boosts students' confidence to speak in English. Table 3 displays the descriptive statistics for students' responses to how the motivated teachers impact students' confidence while they want to speak in English. Item 12 has the highest average (3.287), followed by Item 15 (3.218), Item 5 (3.149), Item 11 (3.149), Item 17 (3.149), Item 8 (3.138), Item 10 (3.103), Item 2 (3.08), Item 3 (2.977), and Item 13 (2.954), respectively (see Appendix A for the questionnaire). The overall average for all items is 3.121 as shown in figure 6.

**Table 3 Descriptive Statistics for Students' Responses about the Effect of Motivated Teachers on Students' Speaking Confidence**

	SD		D		A		SA		Mean	Standard Deviation
	F	%	F	%	F	%	F	%		
Item2	3	3.4%	9	10.3%	53	60.9%	22	25.3%	3.080	0.702
Item3	3	3.4%	20	23.0%	40	46.0%	24	27.6%	2.977	0.807
Item5	2	2.3%	15	17.2%	38	43.7%	32	36.8%	3.149	0.785
Item8	2	2.3%	13	14.9%	43	49.4%	29	33.3%	3.138	0.750
Item10	8	9.2%	10	11.5%	34	39.1%	35	40.2%	3.103	0.940
Item11	2	2.3%	13	14.9%	42	48.3%	30	34.5%	3.149	0.755
Item12	0	0.0%	14	16.1%	34	39.1%	39	44.8%	3.287	0.730
Item13	3	3.4%	18	20.7%	46	52.9%	20	23.0%	2.954	0.761
Item15	1	1.1%	10	11.5%	45	51.7%	31	35.6%	3.218	0.689
Item17	4	4.6%	11	12.6%	40	46.0%	32	36.8%	3.149	0.815
Overall									3.121	0.429

Furthermore, the results show that the average for each item is close to three, indicating that students in this survey agreed on each item independently.



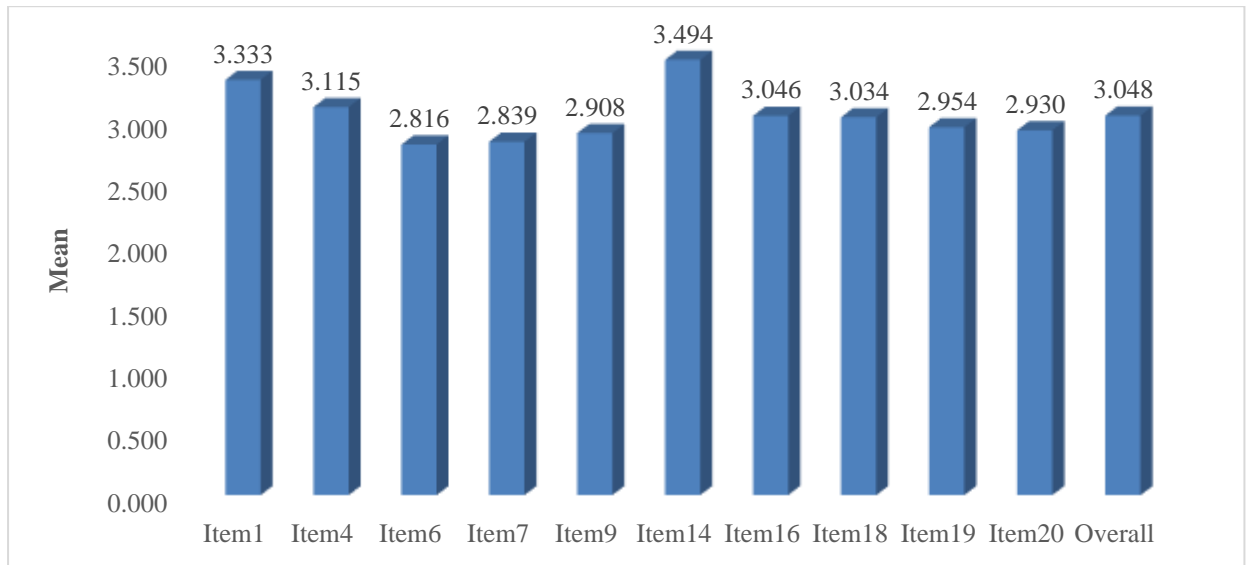
**Figure 6 Mean of Students' Responses about the Effect of Motivated Teachers on Students' Speaking Confidence Using Bar Chart.**

Table 4 displays the descriptive statistics for students' responses about the effect of motivated teachers on improving students' speaking skills. Item 14 has the highest average (3.494), followed by item1 (3.333), item4 (3.115), item16 (3.046), item18 (3.034), item19 (2.954), item20 (2.93), item9 (2.908), item7 (2.839), and item6 (2.816) respectively. The overall average for all items is 3.048 as shown in figure 7. Furthermore, the results show that the average for each item is close to three, indicating that students in this survey agreed on each item separately.

**Table 4 Descriptive Statistics for Students' Responses about the Effect of Motivated Teachers on Improving Students' Speaking Skill**

	SD		D		A		SA		Mean	Standard Deviation
	F	%	F	%	F	%	F	%		
Item1	0	0.0%	7	8.0%	44	50.6%	36	41.4%	3.333	0.623
Item4	6	6.9%	9	10.3%	41	47.1%	31	35.6%	3.115	0.855
Item6	4	4.6%	22	25.3%	47	54.0%	14	16.1%	2.816	0.755
Item7	7	8.0%	16	18.4%	48	55.2%	16	18.4%	2.839	0.819
Item9	9	10.3%	15	17.2%	38	43.7%	25	28.7%	2.908	0.936
Item14	2	2.3%	4	4.6%	30	34.5%	51	58.6%	3.494	0.697
Item16	0	0.0%	16	18.4%	51	58.6%	20	23.0%	3.046	0.645
Item18	2	2.3%	13	14.9%	52	59.8%	20	23.0%	3.034	0.690
Item19	7	8.0%	11	12.6%	48	55.2%	21	24.1%	2.954	0.834

Item20	3	3.5%	20	23.3%	43	50.0%	20	23.3%	2.930	0.779
Overall									3.048	0.456



**Figure7 Mean of Students' Responses about the Effect of Motivated Teachers on Improving Students' Speaking Skill using Bar Chart**

Table 5 demonstrates that there is a statistically noteworthy difference between the mean of each item of the effect of motivated teachers on students' speaking confidence and hypothesized value (2.5) because their p-values are less than the significant level of  $\alpha=0.05$ . In addition, the average for each item is higher than the hypothesized value (2.5) and above three, it means, students in this survey agreed on each item independently.

**Table 5 Comparing the Mean of the Effect of Motivated Teachers on Students' Speaking Confidence with Hypothesized Value (2.5)**

	Mean	Std. Deviation	t	p-value
Item2	3.080	0.702	7.707	0.001
Item3	2.977	0.807	5.516	0.001
Item5	3.149	0.785	7.712	0.001
Item8	3.138	0.750	7.936	0.001
Item10	3.103	0.940	5.985	0.001
Item11	3.149	0.755	8.020	0.001
Item12	3.287	0.730	10.062	0.001

Item13	2.954	0.761	5.564	0.001
Item15	3.218	0.689	9.722	0.001
Item17	3.149	0.815	7.437	0.001
Student Confidence	3.121	0.429	13.506	0.001

**Table 6 Comparing the Mean of the Effect of Motivated Teachers on Improving Students' Speaking Skill with Hypothesized Value (2.5)**

	Mean	Std. Deviation	t	p-value
Item1	3.333	0.623	12.485	0.001
Item4	3.115	0.855	6.709	0.001
Item6	2.816	0.755	3.904	0.001
Item7	2.839	0.819	3.860	0.001
Item9	2.908	0.936	4.068	0.001
Item14	3.494	0.697	13.310	0.001
Item16	3.046	0.645	7.891	0.001
Item18	3.034	0.690	7.229	0.001
Item19	2.954	0.834	5.078	0.001
Item20	2.930	0.779	5.122	0.001
Improve Students	3.048	0.456	11.212	0.001

Table 6 displays that there is a statistically significant difference between the mean of each item from the effect of motivated teachers on improving students' speaking skill and the hypothesized value (2.5) because their p-values are less than the significant level of  $\alpha=0.05$ . In addition, the average for each item is higher than the hypothesized value (2.5) and above three, it means, students in this survey agreed on each item independently.

#### **4.1 Independent Sample T-Test**

Independent sample t test compares the mean between two variables (Blbas et. al., 2020, p. 126). Independent sample t-test is used to analyze the relationship between the dependent variables such as (the effect of motivated teachers on students' speaking confidence and improving students' speaking skill) separately and independent variables like case gender (Male and Female).

**Table 7 Independent Sample T Test between Gender for both the Effect of Motivated Teachers on Students' Speaking Confidence and Improving Students' Speaking Skill Separately**

		N	Mean	Std. Deviation	t	p-value
Student Confidence	Female	68	3.094	0.435	1.095	0.227
	Male	19	3.216	0.402		
Improving Speaking Skill	Female	68	3.026	0.473	0.85	0.398
	Male	19	3.126	0.387		

Table 7 shows that there is no statistically significant difference between the total mean score of female and male students for both the effect of motivated teachers on student's speaking confidence and improving student's speaking skill because their p-values (0.227 and 0.398) are higher than the significant level of  $\alpha=0.05$ , it means, there is no difference between the male and females' response for the effect of motivated teachers on both student's speaking confidence and improving students' speaking skill.

**Table 8 Independent Sample T Test between colleges and either Student Speaking Confidence or Improving Students' Speaking Separately**

		N	Mean	Std. Deviation	t	p-value
Student Confidence	Basic Education	51	3.120	0.463	0.028	0.978
	Language	36	3.122	0.380		
Improve Students	Basic Education	51	3.091	0.434	1.059	0.293
	Language	36	2.986	0.484		

Table 8 indicates no statistically significant difference between the total mean of college of basic education and college of languages for the effect of motivated teachers on both students' confidence and improving students' speaking skill because their p-values (0.978 and 0.293) are higher than the significant level of  $\alpha=0.05$ , it means, there is no difference between the response from students who are studying in college of basic education and college of languages.

**Table 9 Independent Sample T Test for Students who took and did not Take Speaking Course for the Effect of Motivated Teachers on both Students' Speaking Confidence or Improving Students' Speaking Skill Separately**

		N	Mean	Std. Deviation	t	p-value
--	--	---	------	----------------	---	---------

Student Confidence	yes	68	3.138	0.435	0.72	0.473
	no	19	3.058	0.410		
Improve Students	yes	68	3.055	0.468	0.286	0.775
	no	19	3.021	0.418		

Table 9 shows that there is no statistically significant difference between the total mean of students who took speaking course and those who did not take speaking course for the effect of motivated teachers on both student's speaking confidence and improving students' speaking skill because their p-values (0.473 and 0.775) are higher than the significant level of  $\alpha=0.05$ , it means, there is no difference between the response from students who took and did not take speaking course for both students' speaking confidence and improving student's speaking skill.

#### 4.2 One Way ANOVA

The hypothesis that three or more group means are equal is tested using a one-way analysis of variance. This is a two independent samples t-test expansion.

**Table 10 Comparison between the mean of age groups and the effect of motivated teachers on either Student Speaking Confidence or Improving Students' Speaking Skill Separately**

		N	Mean	Std. Deviation	F	p-value
Student Confidence	18	5	3.320	0.259	0.847	0.521
	19	30	3.160	0.424		
	20	28	3.100	0.469		
	21	16	2.981	0.485		
	22	6	3.283	0.117		
	23	2	2.950	0.071		
	Total	87	3.121	0.429		
Improve Students	18	5	3.200	0.187	2.205	0.052
	19	30	3.155	0.408		
	20	28	2.871	0.461		
	21	16	3.088	0.555		

	22	6	3.267	0.258		
	23	2	2.550	0.212		
	Total	87	3.048	0.456		

Table 10 shows there is no statistically significant difference between the mean of age groups and the effect of motivated teachers on students' speaking confidence and improving students' speaking, because their p-values (0.521 and 0.052) are higher than the significant level of  $\alpha=0.05$ , respectively. It means, there is no difference between the age of students for the effect of motivated teachers on both students' confidence and improving students' speaking skill.

**Table 11 Comparison of the Mean of Stage Groups and the Effect of Motivated Teachers on either Students' Speaking Confidence or Improving Students' Speaking Skill Separately**

		N	Mean	Std. Deviation	F	p-value
Student Confidence	first	34	3.109	0.464	0.072	0.975
	second	10	3.170	0.397		
	third	19	3.100	0.521		
	fourth	24	3.133	0.320		
	Total	87	3.121	0.429		
Improve Students	first	34	3.137	0.387	3.779	0.014
	second	10	3.080	0.278		
	third	19	2.753	0.609		
	fourth	24	3.142	0.384		
	Total	87	3.048	0.456		

Table 11 shows that there is no statistically significant difference between the mean of stage groups and the effect of motivated teachers on students' speaking confidence because its p-value (0.975) is higher than the significant level of  $\alpha=0.05$ . It means, there is no difference between the stage of students for the effect of motivated teachers on student's speaking confidence.

On the other hand, there is a statistically significant difference between the mean of stage groups and the effect of motivated teachers on improving student's speaking skill because its p-value (0.014) is less than the significant level of  $\alpha=0.05$ , it means, there is a

difference between the stage of students for the effect of motivated teachers on improving students' speaking skill.

**Table 12 Post-hoc Comparison of Stage Groups for the Effect of Motivated Teachers on Improving Students' Speaking Skill**

		Mean Difference (I-J)	p-value
First	second	0.057	0.984
First	third	0.383*	0.015
First	fourth	-0.005	1.000
Second	third	0.327	0.225
Second	fourth	-0.062	0.982
Third	fourth	-0.389*	0.023

\*. The mean difference is significant at the 0.05 level.

Table 12 shows that there is a statistical mean difference in the effect of motivated teachers on improving students' speaking skills between first and third grade students because its p-value (0.015) is less than the significant level of  $\alpha=0.05$ , which means that first grade students improve their speaking skill more than the third-grade students because the average of first grade students (3.137) is higher than the average of third grade students (2.753). Moreover, there is a statistical mean difference in the effect of motivated teachers on improving students' speaking skill between third and fourth grade students because its p-value (0.023) is less than the significant level of  $\alpha=0.05$ , which means that third grade students are improving their speaking skill less than fourth grade students because the average of third grade students (2.753) is less than the average of fourth grade students (3.142).

## **5. Discussion**

Results show that motivated teachers have an abundant impact on boosting students' confidence to speak in English. The participants of the study agreed to a great extent that motivated teachers use praising words even when the students make mistakes to encourage them speak in English and that makes the students build confidence to speak in English. The students also agreed to the fact that when their teacher is motivated, they want to speak more in class and give their best to please the teacher since the teacher puts a lot of effort in making them feel comfortable. Moreover, the students approved that motivated teachers make them feel confident, comfortable and encourage them to speak in class and they make sure to help the students when they forget a word in English while speaking and makes sure that no body laughs at them when they speak in English.

On the other hand, the results depict that motivated teachers have a significant effect on improving students' speaking skill. This result aligns with the work of Dhuhairi (2015, p.25) and Rahayu and Kala'lembang (2021, p.126) in which they found out that there is a huge influence of teacher motivation on students' speaking ability. Furthermore, the results of the current study support Alam et al.'s (2018, p. 96) work in which they



accelerate the importance of teacher motivation in keeping learners highly interested in the learning process and speaking skill.

Results of the descriptive statistics show that the students like motivated teachers because they improve their speaking skill and build a good relationship with them to build their confidence for speaking in class. They also put a lot of effort to make students use English instead of Kurdish for any instructions in class, teach useful vocabularies, give feedback on correct pronunciation, correct use of grammatical tenses while speaking and they never skip mistakes made by students. They try to understand and solve the problems the students face while speaking and use innovative methods of teaching to improve their speaking skill.

## **6. Conclusion**

To adjust with today's demand of world of education, it is vital for teachers to be motivated. The current study examined the extent to which motivated teachers boost students' confidence to speak in English and improve their speaking skill. The results of the present study show that teacher motivation has a prevalent impact on both improving students' speaking skill and boosting students' confidence to speak in English in class.

The reasons why Kurdish students believe motivated teachers boost their confidence are that motivated teachers build a good rapport with them, make them feel confident and comfortable along with encouraging them to use English for instructions and asking questions rather than their mother tongue that is Kurdish language. They also make sure that nobody laughs at any student's mistakes but are a part of the correction process.

Kurdish EFL students believe that motivated teachers improve their speaking skill because there is not a single time when they skip any mistake not corrected. They give feedback on correct pronunciation whenever a student mispronounces a word. They try to teach vocabularies that benefit students in using English in their daily life. They also assure that when students speak in English, they use correct grammatical tenses and they constantly produce innovative methods of teaching that would keep up the students motivated and interested to speak in class. In Consequence, teacher motivation and students' speaking skill are correlated to one another. Students' lack of confidence to speak in English in class fades away if the teacher is motivated enough to encourage the student and build his/her confidence.

## **References**

- Mahadi, T. S. T. & Jafari, S. M., 2016. Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*, 3(24), pp. 230-235.
- Alam, M. R., Alam, M. Z. & Farzana, S., 2018. Taking Lead in L2 Speaking Skill through Teachers' Motivation: A Retrospection of Private Universities in Bangladesh. *Australian Center for Research and Development*, 4(3), pp. 94-102.
- Aroian, K., Uddin, N. & Blbas, H., 2017. Longitudinal study of stress, social support, and depression in married Arab immigrant women. *Health care for women international*, 38(2), pp. 100-117.
- Barbieri, G., Rossetti, C. & Sestito, P., 2017. Teacher Motivation and Student Learning. *Politica Economica*, 33(1), pp. 59-72.
- Blbas, H., 2019. Statistical analysis for the most influential reasons for divorce between men and women. *Erbil-Iraq International Journal*.
- Blbas, H., 2014. Statistical Analysis of Depression and Social Support Change in Arab Immigrant Women in USA. *Electronic Theses and Dissertations*.

- Blbas, H. T., Aziz, K. F., Nejad, S. H. & Barzinjy, A. A., 2020. Phenomenon of depression and anxiety related to precautions for prevention among population during the outbreak of COVID-19 in Kurdistan Region of Iraq: Based on questionnaire survey. *Journal of Public Health*.
- Blbas, H. T. & Kadir, D. H., 2019. *An Application of Factor Analysis to Identify the Most Effective Reasons that University Students Hate to Read Books*. s.l.:s.n.
- Duhairi, I. Y., 2015. *THE INFLUENCE OF TEACHER'S MOTIVATION TO STUDENTS' SPEAKING ABILITY AT SMP NEGERI 5 BATANG ANGKOLA*. s.l.:A Thesis Submitted to the State Institute for Islamic Studies Padangsidempuan as a Partial Fulfillment of the Requirement for the Degree of Graduate of Islamic Education (S.Pd.I) in English.
- Hair, J. F. J., Babin, B., Money, A. H. & Samouel, P., 2003. *Essential business research methods*. United States of America: John Wiley & Sons.
- Han, J. & Yin, H., 2016. Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, pp. 1-18.
- Hinton, P. R., 2014. *Statistics explained*. East Sussex, England: Routledge Inc...
- Jezhny, K. A. & Bapir, N. S. M., 2021. University Learners' Perspective towards Factors Affecting the Speaking Skill. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 5(1), pp. 25-31.
- Leong, L.-M. & Ahmadi, S. M., 2017. An Analysis of Factors Influencing Learners' English-Speaking Skill. *International Journal of Research in English Education*, pp. 34-41.
- Natalia, E., Marbun, R. & Rosnija, E., 2014. Factors Motivating Students' Speaking In English Drama Class. *urnal Pendidikan dan Pembelajaran Untan*, 3(7).
- Rahayu, W. A. & Kala'lembang, A., 2021. THE RELATIONSHIP BETWEEN TEACHERS' MOTIVATION AND STUDENTS' ENGLISH COMMUNICATION SKILL. *INOVISH JOURNAL*, 6(2), pp. 121-130.
- Sinclair, C., 2008. Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36(2), pp. 79-104.
- Straub, D., Boudreau, M. C. & Gefen, D., 2004. Validation guidelines for IS positivist research. *Communications of the Association for Information systems*, 13(1), p. 24.
- Taber, K. S., 2018. The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), pp. 1273-1296.
- Taber, K. S., 2018. The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), pp. 1273-1296.
- Vaske, J. J., Beaman, J. & Sponarski, C. C., 2017. Rethinking internal consistency in Cronbach's alpha. *Leisure Sciences*, 39(2), pp. 163-173.
- Wilson, J., 2014. *Essentials of business research: A guide to doing your research project*. s.l.:Sage.
- Younas, M., Quingyu, X., Noor, U. & Khalid, S., 2020. Teachers' Motivation in ESL Learning Development at Higher Education Level: An Empirical Study. *Revista Argentina de Clínica Psicológica*, 29(3), pp. 594-605.
- Zhong, Y. et al., 2017. The analysis of reliability and validity of the IT-MAIS, MAIS, and MUSS. *International Journal of Pediatric Otorhinolaryngology*, Volume 96, pp. 106-110.

**Appendix A**

**Impact of Motivated Teachers on Students' Speaking Skill Questionnaire**

Please circle the information that best indicates the extent to which you disagree or agree with the statement. Make sure to mark only one.

No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Motivated teachers help me to improve my speaking skill.				
2	I feel enthusiastic towards speaking in English when my teacher is motivated.				
3	Motivated teachers help me overcome my fears and shyness for speaking in English.				
4	Motivated teachers have a good relationship with students for helping students to interact and build their speaking fluency.				
5	I feel amazingly comfortable and confident in speaking class when my teacher is motivated.				
6	Motivated teachers use innovative methods of teaching to develop our speaking skill.				
7	Motivated teachers try to understand the problems we face when speaking in English and try to solve them.				
8	Motivated teachers support me when I forget a word in English while speaking in English.				
9	Motivated teachers do not skip students' mistakes. They always try to correct the mistakes in a polite, positive, and encouraging way.				
10	Motivated teachers make sure nobody laughs at students' mistakes while speaking in English.				
11	When my teacher is motivated, I also be motivated to express myself in English.				
12	Motivated teachers say "particularly good, well done, or excellent" to build confidence in students				

	even when they are not speaking a correct English.				
13	Teachers' motivation helps us to take risks and speak in English despite having a lot of mistakes.				
14	I love motivated teachers.				
1 5	When my teacher is motivated, I always want to participate in class and speak in English to please my teacher.				
1 6	Motivated teachers encourage learners to use English for any instructions instead of Kurdish so that students feel speaking in English.				
1 7	Motivated teachers always use encouraging words to help us speak in English. For example, 'you can do it.' or 'you are doing fine!'				
1 8	Motivated teachers put a lot of effort into teaching extra useful vocabularies used in daily life.				
1 9	Motivated teachers give feedback on correct pronunciation of words and sentences.				
2 0	Motivated teachers provide feedback about correct use of grammatical tenses for students when they speak in English.				