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**The Effect of Teacher Motivation on University Student's Speaking and Listening
Skills in English as a Foreign Language (Iraqi Case)**

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INTRODUCTION

There are several factors that affect learning another language. One of these factors is a learner's ability in the second language acquisition; another is the environment in which he/she undertakes the language learning. A good learning environment includes: effective learning materials and equipment such as: a good school building, labs, textbooks, interactive Smart boards, audio system, etc., all used for enhancing learning. Other factors include: methods or techniques used to teach L2, the meaningfulness of the knowledge, learner motivation, student learning style, memory, and the use of feedback, student age, attendance, institution- and family-related factors. However, one of the most important factors affecting L2 learning is a motivated language teacher. Teachers play a significant role in mastering learners' performance with their motivation and commitment to teaching. Thus, the key variable, besides the learners themselves, is the language teacher since he/she can affect the learners' attitude towards learning the language. If teacher motivation is low, all the other factors as mentioned above, might not work well since the teacher is the one who utilizes or activates other factors for effective language instruction, for example, a teacher with low motivation will not use learning materials such as Smart boards, overhead projectors or other audio-visual aids effectively. A motivated teacher is the facilitator of learning and he/she is competent to motivate learner engagement in the learning process. A motivated teacher is the key factor affecting student success in the educational process and guides and shapes their worldview. Thus, motivation of teachers is of high importance since it directly influences the learning process. Moreover, motivation maintains the students' interest towards the course. The degree of motivation a teacher brings to the classroom transforms learning for better or for worse.

Unfortunately, teacher motivation has not received much attention from researchers in Educational Psychology of EFL/ESL until recently (Dörnyei and Ushioda, 2011). Studies conducted on teacher motivation touch mainly on issues like: teacher job satisfaction, causes of stress, burnouts, quitting jobs early, etc.(Evans, 1998). These studies, from different parts of the world, have made significant contributions to the literature on teacher motivation (Dörnyei and Ushioda, 2011). However, EFL teacher motivation is still a field which is deficient in research compared with overall teacher-motivation study. The main research in language teacher-motivation was carried out by Pennington (1991, 1995), Kim and Doyle (1998, 1999), and Shoiab (2004). Studies of the relationship between motivation and achievement have concluded that there is a relationship between language teacher motivation and student achievement (Patrick et al., 2000, p. 232; Csikszentmihalyi, 1997; Wild et al., 1992; Pennington, 1995;

Dörnyei, 2003/2005); however, there have not been studies exploring the effect of EFL teacher motivation on students' specific language skills.

The current study has been inspired by my own experience of a teacher of English and an ELT supervisor over 10 years. For some of that period I was a member of Quality Management Commission that evaluated teachers on their teaching performance and according to the students' academic achievements. I realized that motivated teachers were the key factor affecting student success in the educational process. I became interested in the teacher motivation literature and I found that there is a lot of literature that relates students' achievement to teacher motivation. I have understood that motivation of teachers is extremely important since it directly influences the learning process. Moreover, it helps sustain student interest towards the course. I have found as well that motivating teachers is one of the primary challenges for many school/ university administrators, because teacher motivation determines the level of success or failure in achieving an institution's goal in the educational process. Since then I have been trying to develop myself professionally in the field of teacher motivation. I have given several presentations to the academic staff and administrators, at Ishik University, on teacher motivation and on the strategies needed in order to motivate teachers.

Another reason why I have chosen this topic is that I observed that EFL classrooms, although equipped with various teaching materials, are not helpful unless there is a motivated teacher to use them effectively and efficiently. Multimedia materials do not teach English by themselves, they require effective teachers, who use all teaching materials including course books, interactive boards, etc., competently. There has been much research on the effectiveness of using technology to assist English learning but without motivated teachers no technology can work. Teachers can also make language learning exciting and fun when they match their instruction with the interest and abilities of the students. When the teacher gives the right number of activities and in the right way, students will be motivated to learn. I have often come across EFL teachers who complain that learners are not motivated to talk in English, to participate in activities or to fulfill their assignments. Most of the time, the reason has been that the teacher was less motivated and did not add much enthusiasm to teaching. I believe that the language teacher is one of the most crucial determinant variables of EFL learners' motivation in learning the language and enhancing performance in the target language.

Teaching is not only the transmission of knowledge, it is also making available all the necessary conditions required to motivate students to learn by themselves, both inside and outside the classroom, added to which is creating surroundings in which good rapport with students is established to foster language learning; it is about moving around in the classroom, approaching

learners who need help and helping them willingly; it is about creating a classroom spirit where students are encouraged to work cooperatively, etc.

My own experiences in the field of motivation prompted me to conduct a research study to obtain tangible evidence of whether teacher motivation improves students' achievements in language learning. The main research problem of this study is in identifying the extent to which teacher motivation affects the receptive skill of students – listening – and the productive skill – speaking.

Most research has focused mainly on L2 learners with far less done to reveal what motivates teachers to perform better or worse in an EFL classroom. Moreover, the most problematic area in the study of TEFL - the development of speaking and listening skills - needed to be researched, as teachers often produce absolutely divergent results at different teaching institutions or when teaching different groups due to variations in their level of motivation. This makes the topic of my research urgent and important.

The **goal** of my doctoral dissertation was to find out:

- What is the concept of teacher motivation?
- What kinds of strategies are used by administrators to motivate their teaching staff?
- What is the most rational method of differentiating between highly motivated, less motivated and demotivated or unmotivated teachers of English?
- How can L2 listening and speaking be effectively taught?
- What is the role of a foreign language teacher in teaching listening and speaking?
- Is there interdependence between the level of EFL teacher motivation and learners' achievements in developing speaking and listening skills in L2?

The **hypothesis** of my study is:

High level of both intrinsic and extrinsic motivation among EFL teachers results in better acquisition of speaking and listening skills by adult learners at universities and in general, has a beneficial effect on the development of L2 learners' competence and performance, whereas a lower level of motivation in a language instructor entails inferior outcomes in L2 learning.

To find out how teacher motivation can effect L2 learners' listening and speaking skills the following **research methods** are used in this dissertation:

- Review and analysis of existing literature on the topic
- Survey
- Interview

- Experiment
- Observation
- Statistical analysis of survey results and data obtained through experiment

Quantitative paradigm:

- Triangular surveys for measuring teacher motivation
- A pre-test
- A while-test
- A post-test
- Statistical analysis of data obtained through experiment
- A post survey

Qualitative Paradigm:

Interviews of randomly selected students, teachers and administrators

- Interview with teachers
- Interview with randomly selected administrators
- Post-interview with randomly selected students

Novelty

The novelty of the thesis is in its approach to understanding the factors affecting teacher motivation and its resulting effect on the perfecting of speaking and listening skills in EFL learners. In addition, the research is new in its attempt to investigate incidences of EFL teacher and learner motivation.

Theoretical value

The theoretical basis of my research study:

Concept of motivation by different researchers, psychologists and behaviorists (Watson, 1914; Freud, 1915/1957; Toman, 1960; Hull, 1943; Festinger, 1957; Heider, 1958, Lewin, 1951; Maslow, 1943-1954; Herzberg et al.,1959;Vroom, 1964; Adams, 1963; Steyn, 2002; Atkinson, 1957);

Teacher motivation (McKeachie, 1997; Mowday and Nam, 1997; Watt and Richardson, 2008; Ashton, 1985; Csikszentmihalyi, 1997; Deci and Ryan, 1985; Dörnyei and Ushioda, 2011);

Foreign language teacher motivation (Dörnyei, 2003, 2007, 2011; Evans, 1998; Evans, Pennington, 1991, 1995; Kim and Doyle, 1998, 1999; Shoiab, 2004);

Teaching listening and speaking (Nunan, 2004; Nation and Newton, 2009; Krashen, 1981, 1985; Harmer, 2001, 2007, 2010; Ur, 2012; Richards, 2008; Vandergrift and Goh, 2012).

I have studied the most influential theories concerning motivation, and teacher motivation and as an English language teacher, I have also developed my knowledge in contemporary methods and techniques in teaching listening and speaking to adult language learners. My research will contribute to understanding the effect of EFL-teacher motivation and teaching strategies on the speaking and listening skills of foreign language students.

By identifying the factors which contribute to better mastery of EFL speaking and listening skills among university students in this study, the importance of the role of teacher motivation in TEFL has been brought into focus.

Practical value

The research will contribute to raising university administration's awareness of the practices needed to enhance EFL teacher motivation and improve employment patterns in general. Results of the thesis will assist EFL teachers to increase their motivation to achieve a greater mastery in the profession chosen by them and thus guarantee better outcomes in L2 acquisition among their students.

Structure of the dissertation

The dissertation is comprised of the following parts: introduction, 3 chapters, conclusion and appendices. It involves 26 tables and 15 figures.

CHAPTER 1 –TEACHER MOTIVATION IN FOREIGN LANGUAGE TEACHING

LITERATURE REVIEW

The term “motivation” has long been discussed by the specialists of different fields such as: Psychology, Sociology, Pedagogy, etc. and thus scholars approach the concept of motivation with differing interpretations. Motivation can be understood from the point of view of: “will”, “drive” or “freedom”. Ifinedo (2004), Rosenfield and Wilson (1999) state that the term motivation is not easy to define; therefore, it is difficult to arrive at an exact definition as the notion covers an individual's characteristics as well as situation, added to which there is the perception of a particular situation by the individual.

The human organism is incredibly sensitive to its social world. After a baby is born, s/he can distinguish her/his mother's face from others and later on starts to imitate facial expressions or other actions of the people around her/him. Step by step the baby fits into her/his environment. According to social learning theory (Bandura, 1971), we acquire much of our behavior by

observing and imitating others in our social world. Thus, most behaviors are learned and motivated by social interactions as we grow from the infancy into the adulthood.

We cannot observe a motive; rather, we observe behavior and come to the conclusion that there should be a motive. Nevid (2013, p.288) states that “motives are the whys of behavior - the needs or wants that drive behavior and explain what we do, we do not actually observe a motive; rather, we infer that one exists based on the behavior we observe.” Motives are used to explain behavior and they can help us foresee it. Motives are also defined as social (praise, approval) and psychological (family, relationship) mechanisms or other non-biological means.

There are many factors that initiate, energize and maintain human behavior. These factors can be needs, beliefs, goals, social means, interests, curiosities, incentives, etc. All of these driving forces of motivation are classified into two groups: intrinsic motivation and extrinsic motivation.

Extrinsic factors are related to the context or environment in which an action is performed: Herzberg, Mausner and Snyderman (1959). Extrinsic motivation occurs as a result of external environment and it is usually created by others. It can be inspired by external rewards or tangible results: (Walker Tileston, 2004). Extrinsic motivation is not related to ‘the sake of the task’ which is performed by people, but rather, it is related to ‘the sake of obtaining external means’ such as reward, praise, bonus, etc. These factors can be classified under institutional factors, physical conditions and fringe benefits. In terms of teacher motivation, they can be motivated extrinsically by means of salary, bonus, pension, insurance, promotion, days-off, job security, recognition, praise or improvement of the teaching environment, all of which might contribute to motivation to teach as well as to job satisfaction.

Intrinsic motivation stems from internal factors and is generated by the doer. Certain behavior is performed by a person because it gives him\her pleasure; hence, there is a psychological reward rather than a physical one. “Intrinsic motivation is seen as the motivation to engage in an activity primarily for its own sake, because the educator perceives the activity as interesting, involving, satisfying and challenging” (Hugo, 2000, p.144). In terms of teacher motivation, when teachers are intrinsically motivated, they do not think about things such as praise, recognition or about tangible rewards to obtain the prime motivation from, since they think the very process of teaching is the reward itself.

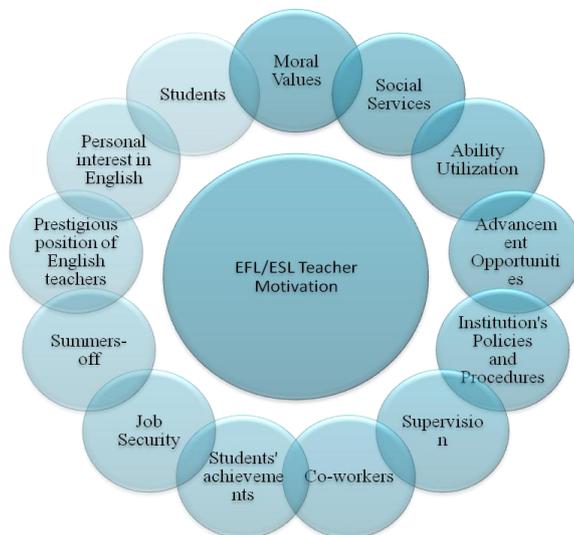
In this current chapter, we summarized the most influential theories of motivation of psychologists, sociologists, and researchers of educational psychology and their implications for educational settings. The implications are:

Table: 1.1. Motivation Theories and their Implications for Educators.

Theories	Implications
Maslow's Hierarchy of Needs	In order to be ready to attain the three higher levels of needs, physiological and safety needs of teachers should be addressed to and met by the administrators and it is only after these levels have been achieved that administrators can focus on enhancing teacher motivation for better academic performance (pay, job security, a good working environment and terms of service, good interaction with colleagues and students, opportunities for improving themselves).
Hertzberg's theory	Factors that have a significant influence on job performance are mainly intrinsic factors such: as the work itself, achievement, growth, responsibility and recognition, and they are effective in the long run. It is important that administrators, in schools/universities, to be aware of these factors and apply them in their institutions.
Theory X and Theory Y	Educational managers should ensure that they create an environment where teachers have responsibility, are involved in management, participate in decision-making process, have a sense of belonging and thus reveal their full potential. In doing so teachers would put much of their effort in serving the institutional objectives and help provide a better environment for learning.
Expectancy Theory	This theory could be applied to any situation where an individual does something because she/he desires a specific outcome. Teachers cannot be motivated by means of rewards they do not consider valuable or reasonably achievable. When they decide that they really want the rewards such as: days-off, bonus or promotion, they should be in a position to believe that there is a chance of obtaining them. This perception will motivate them to better perform and thus achieve the desired outcome.
Equity Theory	Teachers have to be treated fairly for their efforts and accomplishments. They usually compare their own inputs, e.g. effort, skills, ability, and personal sacrifice with the outputs e.g. salary, fringe benefits, recognition, praise and thanks, and reputation.
Achievement Motivation	This theory suggests that individuals are motivated to perform a specific task when hoping for success or fearing failure, i.e., the tendency to achieve

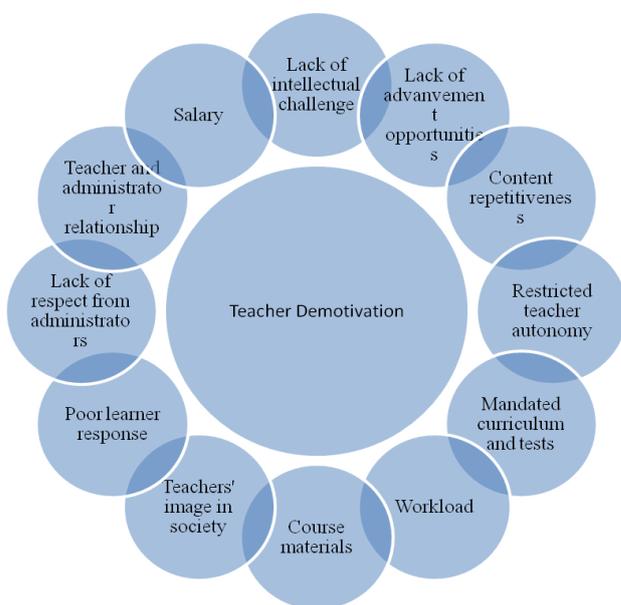
Unfortunately, teacher-motivation has not received much attention from researchers in Educational Psychology of EFL/ESL until recently (Dörnyei, 2011). Studies conducted on teacher motivation touch mainly upon issues like: teacher job satisfaction, causes of stress, burnouts, quitting jobs early, etc., (Evans, 1998-2001; Sapp, 2008). These studies, from different parts of the world, have made significant contributions to the literature on teacher motivation (Dörnyei, 2011). However, EFL teacher motivation is still a field which is deficient in research compared with overall teacher-motivation study. We have studied and analyzed a lot of literature in this respect and summarized the factors that mostly motivate ESL/EFL teachers.

Figure: 1.1. Summary of Factors Motivating ESL/EFL Teachers



Dörnyei (2011) discussed whether motivation is the “cause” or an “effect” of learning, i.e. is it the motivation force that triggers a behavior or is it the result of an action that maintains the behavior? However, some people experience motivation not simply as a cause-and-effect process. Because motivation is dynamic, it might develop gradually through different mental processes. In the teaching profession, motivation might not remain the same throughout years. A teacher might be highly motivated or less motivated depending upon differing internal and external influences. For example, a teacher might be highly motivated to teach in the first years of career but later in response to different internal and external influences motivation might ebb and flow in different ways and a person might lose motivation to teach or the opposite might be true as well. We have summarized the factors which lead to demotivation among language teachers.

Figure: 1.2. Causes of Teacher Demotivation



CHAPTER 2- EFL/ESL TEACHER MOTIVATION IN TEACHING SPEAKING AND LISTENING SKILLS

Effective management is one of the determinant factors that plays a critical role in teacher motivation. It can either make or break teacher motivation: Evans (1998). In an educational institution, where managerial structure fails to function well, teachers obviously lose their motivation to teach as well as their commitment to the organization. There is a consensus among teacher motivation researchers and practitioners that motivated teachers are a crucial constituent of school/university improvement, of student learning and of the prosperity of the educational institution.

In this chapter we have discussed institutional practices to motivate language teachers. Based on our interviews with the administrators and our observations, we have listed the ways in which the IU administrators try to motivate their academic staff in the ELT department and prep-school of IU. The institutional practices to motivate teachers include: articulating university vision, mission and goals, providing professional development opportunities for teachers, giving autonomy and empowerment to teachers, recognizing teacher accomplishments by giving praise and feedback, and finally, providing teachers with good working conditions and facilities. In addition, we have also discussed the perception of EFL teachers concerning the failures of administrators to motivate them.

In this chapter the peculiarities of speaking and listening skills and of their teaching, the roles teachers play in teaching the above skills and the ways which distinguish motivated teachers with their practice of teaching them are reviewed.

Listening is considered an important language skill in language learning; however, much more attention should be given to listening comprehension in terms of practice and theory. Ross (2001) postulates that in most cases, the most successful language learners are the ones who listen most in the target language. However, listening is regarded by the students as being the most difficult language skill to master (Graham, 2003). Vandergrift (2007) claims that the reason is probably the lack of knowledge and strategies of effective listening. Thus, more empirical studies are necessary to investigate the listening comprehension process in order to provide useful strategies in teaching listening. Moreover, it is necessary for language teachers to assist learners to become effective listeners by providing them with listening practice in authentic situations where they can use the language. Additionally, I believe that comprehensible input is extremely important in language acquisition. Teachers can improve learners' English by exposing them to comprehensible input by using sources like the Internet, radio, TV, movies, songs, books with CDs, and so on.

The act of speaking incorporates listening and comprehending simultaneously and it relies on communicative competence and situational context. Thus, speaking is thought to be a complex system because it includes the ability to use the grammar, sound, vocabulary and even cultural knowledge of the language. Speaking is the way in which speakers express themselves not just orally but also coherently and appropriately in a sensible manner. Since the knowledge of language is more complex than just its syntax or lexis, teachers are expected to expose language learners to linguistic, sociolinguistic and discourse competencies. Finally, learners should be made aware of how to construct the language coherently and consciously whilst also being conscious of the importance of the social context and being able to use alternative or non-verbal means of communication when they fail in words.

The most important task of teachers while teaching listening or speaking is to arouse curiosity in their students, to help them overcome their communication and listening obstacles and motivate them to actively participate in speaking and listening activities. Our surveys and interviews with students have revealed that foreign language learning is a process that requires teachers to play different roles in the classroom. The roles, that teachers undertake, are determined by the type of tasks and activities fulfilled and performed in the classroom. In some activities it is required to be a prompter, while in others the role might be that of a machine operator or a feedback organizer. It is vital that teachers are aware of the appropriate role to undertake according to the

type of the task and to the mood of the learners they teach. They should also be able to switch different roles when necessary and decide how to perform them appropriately. To sum up, teachers' roles when teaching speaking and listening include: feedback provider, organizer, facilitator, prompter, motivator, participant, machine operator, etc.

We have observed a significant difference in the attitude of the learners towards English learning when taught by highly motivated teachers since learners' motivation to learn a language is enhanced by the attitude and performance of their teachers. We have shown how students are influenced by their teachers' enthusiasm and motivation in the way they organize various activities and how they present them in the classroom. It has been discussed as well how teachers' commitment to learners positively affects students by providing them with greater autonomy, reducing learning anxiety, encouraging students in differing situations.

CHAPTER 3- RESEARCH DESIGN, METHODOLOGY, FINDINGS AND DISCUSSIONS

This research has attempted to ensure an appropriate systematic design in order to avoid subjectivity to a minimum and maximize the validity of the results. The research design provides the general framework for the required data collection. By making use of a mixed method design both quantitative and qualitative approaches, data was obtained both about individuals and about the broader societal context and by making use of both approaches, the disadvantages of adhering to only one approach were avoided. According to McMillian and Schumacher (2010), by making use of both approaches, the researcher strengthens the research study and its internal validity (p.395).

Table: 3.1. Research design

Study	Objective of the Study	Data Collection Tool
Part 1: Measuring Teacher Motivation Level	To determine levels of teacher motivation and to relate these findings to the affect, both positive and negative on L2 learner motivation and performance.	1. Teacher Motivation Survey 2. Students' questionnaire on Teacher Motivation 3. Lecture Evaluation Form and Questionnaire answered by administrators/supervisors
Part 2: Classroom Observations	To determine teachers' roles, attitudes towards the students and successful practices and failures in teaching speaking	1. The data was collected through the observations (N. 15) of the researcher both inside and outside the

	and listening	classroom
Part 3: Measuring and Testing Students' Developments in Listening and Speaking	To determine students' progress in listening and speaking taught by highly motivated, moderately motivated and less motivated teachers.	Standardized University of Cambridge ESOL Examination for English for Speakers of Other Languages as the listening and speaking tests were conducted as 1.Pre-test 2.While-test 3. Posttest
Part 4: Reflections from the students	To get feedback from the participating students on their teachers' attitudes, successful practices and failures in developing speaking and listening skills	1. A students' survey on teacher's role in developing speaking and listening skills 2. Interview with 6 randomly chosen students of the participating classes

The current research was carried out at the Preparatory School of Ishik University. Ishik University (IU) is a private university owned by Fezalar Educational Institution. Since the medium of instruction is English at IU, freshmen enrolling at the university must present at the university with either their TOEFL or IELTS scores or they have to take the computerized English Proficiency Exam designed by and purchased from Oxford University Press by IU. The results of these tests indicate the student's English proficiency level.

The population for this current research was IU prep school teachers and their students. 25 teachers of English as a foreign/second language at university level were surveyed by using a questionnaire to gather data on their level of motivation. Each statement/question in the survey was based on the postulates of different theories concerned with motivation. The two other sides in this three-part survey – administration and students – also answered appropriate questionnaires.

This study covered only the three classes taught by teachers A, B and C. Based on the three-part survey (Teacher, Student, Administrator surveys), teachers were classified as

- Teacher A - highly motivated teacher- English teacher with excellent evaluation, high efficiency, consistent enthusiasm, and zealous.
- Teacher B -moderately motivated- English teacher with steadily good or medium evaluation, though less enthusiastic and zealous.

- Teacher C - less motivated- English teacher with low evaluation, lacking joy and little enthusiasm.

Table 3.2 Summation of teacher motivation survey, teacher evaluation by administration and students' assessment of instructors

Type of survey/questionnaire	Teacher A Mean	Teacher B Mean	Teacher C Mean
1. Teacher Motivation Survey	4.29	3.22	2.61
2. Administrator Evaluation Survey/ Lesson observation notes (Scientific committee Evaluation)	4.275	3.55	2.605
3. Questionnaire answered by the students on their teachers	3.78	2.78	2.35
Average	4.115	3.183	2.521

The student population was derived from 18 students in class A, 18 students in class B, and 19 students in class C.

Analysis of the data on the Pre-test, While-test and Post-test results showed that the students taught by the highly motivated teacher returned a higher achievement grading in terms of their achievements in mastering speaking and listening skills than the moderately motivated teacher and a markedly higher grading in comparison to the least motivated teacher.

Figure 3.1 Averages of Speaking Progress Tests out of 100 Points

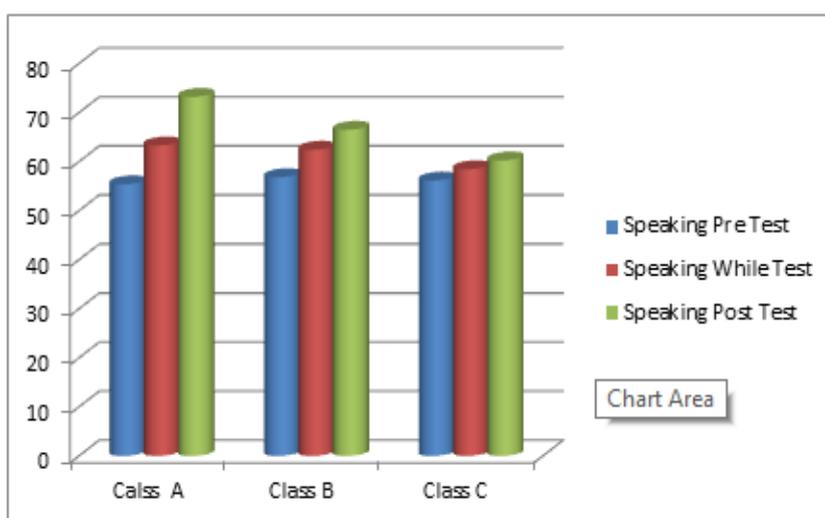
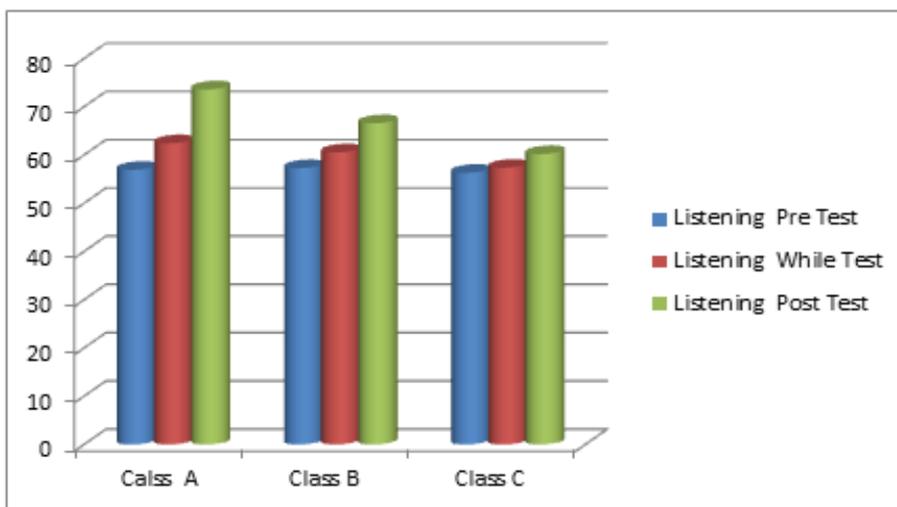


Figure: 3.2 Averages of Listening Progress Tests out of 100 Points



CONCLUSIONS AND RECOMMENDATIONS

The following outcomes of the research have been demonstrated:

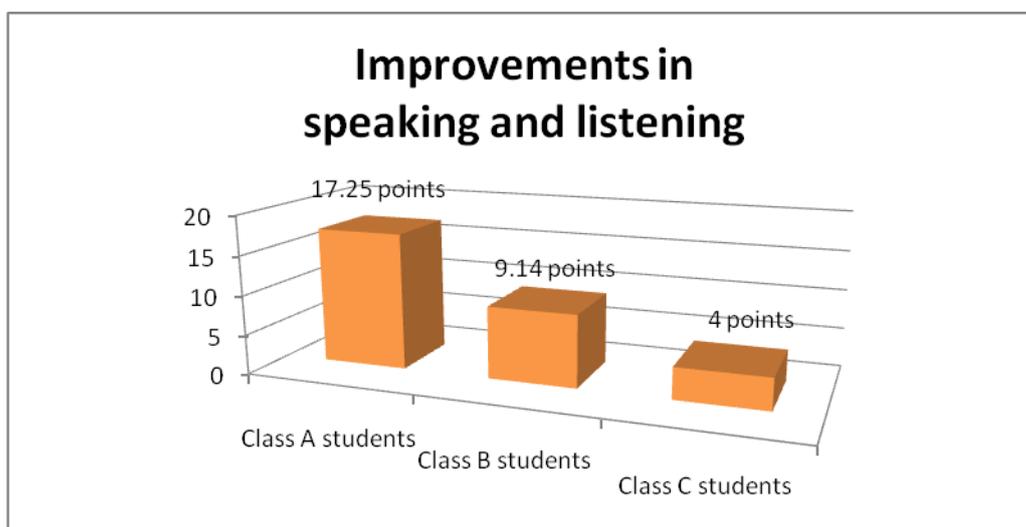
1. Motivated teachers are a crucial constituent of school/university improvement, of student learning and of the prosperity of the educational institution. A motivated teacher will increase an institution's productivity with his/her commitment to the mission of the institution. Motivating teachers is one of the primary challenges for many school/university administrators because teacher motivation determines the level of success or failure in achieving an institution's goal in the educational process.
2. The greatest challenge for administrators is the fact that motivation is personal, and that no single method can equally motivate each teacher; therefore, the current study presents useful strategies that administrators can use to motivate their teachers like:
 - Institution's vision must be articulated on a regular basis through the staff handbook, at staff meetings where the objectives are discussed and during social events where goals and objectives of an institution are articulated.
 - Professional growth opportunities must be provided and financed by the institution to the teaching staff. It is really important to professionally develop academic staff through professional seminars, workshops, conferences for two reasons: first, they can gain professional competence which will increase instruction performance, and second, having this competence will give them confidence which will improve their motivation and commitment to the institution

- Teachers should be given the autonomy, having freedom to decide what to do and how to perform the tasks encourages teachers to take initiatives and later, they take the responsibility to implement them. They must be involved in the management of the institution and in the implementation of its policies, and in decision-making process as well, all of which develop teachers' sense of belongingness to the institution. Teacher empowerment and autonomy play a significant role in motivating the staff because they assure them that they are valuable and reliable for the institution, and consequently, this assurance increases their self-confidence and encourages them to become more committed to teaching and to pursuing the institution's visions and goals.
- Recognition of teachers' efforts and achievements must be provided through incentive rewards as well as in the form of verbal praise. To ensure appropriate recognition, it is important to know how each individual is motivated, i.e. whether intrinsic factors or extrinsic factors would be most effective. For recognition to be even more effective and productive, it should also be sincere, spontaneous, immediate and publicly or privately given either at the time of an action or as a result of ongoing good performance, e.g., at an award ceremony.
- Provision of teachers with good working conditions and facilities- physical conditions and facilities of educational institutions certainly have a sizable impact on the way teachers are able to instruct and on students to study effectively. Working conditions such as: classroom size, teacher workload, paper work, etc. can either positively or negatively impinge on teacher motivation in educational institutions. Administrators can ensure optimal performance from their teachers when they provide them with desired working conditions.
- Extrinsic factors such as salary can be the source of job dissatisfaction which can result in teacher demotivation. The workload and the salary must be balanced, and teachers must not feel that they are underpaid. If there is an inequity between the effort and salary teachers might become demotivated.
- Job stability and security are also subtle issues that administrators must be aware of. Any threats to work security may render the staff less loyal to the institution which, in turn, could lead them to leave the job. Administrators should avoid any action that could diminish work security or be interpreted as such if they want their teachers remain dedicated to all that the job entails.

All these recommendations are based on the analysis of the powerful theories of motivation, of employee motivation, in general and of teacher motivation, in particular.

Moreover, advice of highly experienced administrators in this respect is taken into account as well. Recommendations are structured so that they can prevent an institution's administration from using the measures causing teacher demotivation and loss of teaching staff.

3. It was hypothesized that motivated teachers would improve students' listening and speaking skills more than less motivated teachers. The mentioned skills were measured by the posttest and it revealed that all three groups (Class A, Class B and Class C) improved their mean scores in the posttests compared to the pretests; however, Class A, which was taught by a highly motivated teacher (Teacher A), performed significantly better than other groups (Class B and Class C). The quantitative (experiment) results supported the hypothesis that highly motivated teachers improve students' performances more than less motivated teachers. The average increased score in listening and speaking in Class A was 17.25 points, in Class B- 9.14 points and in Class C it was 4 points.



4. Although the findings of this study are limited, they have clearly shown that there is an evident link between teacher motivation levels and student learning and achievements: the higher the teacher motivation the higher the student performance, and the lower the teacher motivation so the lower level of performance students demonstrates. Moreover, the results of the experiment and post-interview with students show, a more integrated approach to teaching by a motivated teacher engendered a positive student response to learning and the resulting higher level of improvement in student performance ensued (Teacher A). Whilst the traditional approach as employed by a less motivated teacher received negative feedback from students indicating very low student motivation and corresponding very low improvement in performance over the period of the study (Teacher C). The moderately motivated teacher whose teaching strategies appeared to

rely on her mood and the fact that she was unable to be flexible within the curriculum returned a fair to middling result in terms of student performance (Teacher B).

5. High motivation leads to innovative strategies, creative teaching and flexibility within the curriculum, e.g., highly motivated teachers use technology competently to assist them in teaching listening and speaking skills, they come to class prepared, are organized, are flexible depending on the situation and the task, they encourage participation, provide feedback, they give autonomy to students but still keep the control in the classroom, they use the Internet, social media and other audio-visual aids more often than less motivated teachers, they use a variety of activities such as role-plays, games, discussions, debates, student presentations, individual, pair and group work as speaking activities more often than less motivated teachers, they balance Teacher Talking Time and Students Talking Time, create a friendly atmosphere in the classroom, and provide movies, songs, authentic dialogues and conversations in various settings as the medium of extensive and intensive listening.
6. A motivated teacher is the key factor affecting student success in the educational process that plays a significant role in engaging learners actively in the long process of learning. Thus, one potent method of increasing learners' general performance and achievements in language learning is to motivate language teachers effectively. The study suggests that administrators, department heads, school principals should focus on improving the motivation of their teachers because students' general academic performance improves through high level of teacher motivation. Students' general academic performances improve because of motivated teacher as:
 - They build a good rapport with their students by interacting more with them, organizing extra-curricular activities, having office hours, being accessible, managing misbehavior in private settings, articulating positive encouragement and treating them as responsible students. Teacher motivation guarantees good rapport between teacher and learners, which positively affects the instruction.
 - Motivated teachers show enthusiasm which can influence learners to become enthusiastic as well. Motivation is contagious: when motivated teachers demonstrate enthusiasm in the classroom their enthusiasm affects learners' enthusiasm and learners are more likely to show zeal for learning.
 - Motivated teachers are self-efficacious, which means teachers expect much from their students since they perceive them as already eager language learners and their perception can result in heightened performance in language learning which can also help students to become willing to learn.

- Motivated teachers believe in the positive effect of teacher collaboration in language instruction. Thus, this study offers evidence that motivated teachers collaborate with each other and it also indicates that teacher cooperation significantly increases the levels of learner performance in L2 language learning.
- A motivated teacher influences the learners' behavior in the most productive and desirable fashion by the degree of effort they expend in conveying the intended knowledge to learners within the teaching process.
- Motivated teachers provide the desire, in learners, for better learning by their positive attitude towards the course and materials.
- Teacher motivation has a significant impact on students' attendance, thus, learners have more opportunities to learn.
- Motivated teachers encourage students to become independent learners.
- Motivated teachers use class teaching materials and equipment more effectively which has a positive effect on the learning process and learner motivation as well.
- Motivated teachers tend to develop themselves professionally which has significant effect on learners' academic performance in any subject.

7. The research suggests EFL/ESL teachers and teachers of any subject useful recommendations on enhancing their level of motivation; the main thing is to realize in case they lack motivation, what aspects- age, career, salary, institution or family related, etc. have caused the deficit in the level of their motivation and to look for solutions of the problem independently or with a professional career counselor. They should realize that the lack of motivation and hence, ineffective teaching will cause loss of their professional reputation among colleagues, an institution's administrators' and most importantly, among their students and will jeopardize their careers. Whereas personal problems can be solved privately, institution-related aspects as causes of demotivation should be negotiated with administrators- teachers can demand good working conditions, respect, reasonable remuneration, etc.

List of publications related to the doctoral dissertation:

1. Koran, S. (2015). Analyzing EFL Teachers' Initial Job Motivation and Factors Effecting Their Motivation in Fezalar Educational Institutions in Iraq, *Advances in language and Literary Studies Online ISSN:2203-4714*, vol. 6, No 1, p.72-80
2. Koran, S. (2015). Measuring the degree of English teachers' motivation, *Journal of Education in Black Sea Region*, vol. 1, issue 1, p.55-64
3. Koran, S. (2015). Causes and culprits of losing motivation among foreign language teachers, *Proceedings of IRCELT 2015 Conference 1st-2nd May, Tbilisi, Georgia*. p. 245-250
4. Koran, S. (2015). The Role of Teachers in Developing Learners' Speaking Skill, *Proceedings of VESAL 2015 Conference 26th-27th April 2015, Erbil, Iraq*. p. 400-416
5. Koran, S. (2015). Motivational Strategies in EFL Classrooms And their Feasibility in Iraqi Context, *International Journal of Applied Linguistics & English Literature* ISSN 2200-3592 (Print), ISSN 2200-3452 (Online), vol. 4, No. 3, p. 45-52