THE ROLE OF EXTRINSIC MOTIVATION IN LEARNING ENGLISH
AS A SECOND LANGUAGE AMONG INTERNATIONAL COLLEGE STUDENTS

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Department of Graduate and Professional Studies in Education
Abstract

of

THE ROLE OF EXTRINSIC MOTIVATION IN LEARNING ENGLISH AS A SECOND LANGUAGE AMONG INTERNATIONAL COLLEGE STUDENTS

by

Xiangqiu Huo

Motivation is one of the cornerstones closely linked to a college student’s learning ability and academic performance. Cherry (2018) defines extrinsic motivation as one’s psychological behavior that is compelled by external rewards such as grades, praise, money, and fame. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates from inside the individual. From my personal experience and experiences witnessed amongst my international student peers, the English as a Second Language (ESL) curriculum we took was no simple walk in the park. With sufficient extrinsic and intrinsic motivators to stimulate our education environment, we have noticed our increased ability to have better comprehension, concentration and understanding of the fundamentals of the English language. Teaching English to Speakers of Other Languages (TESOL) can also be enhanced through extrinsic and intrinsic motivation to accelerate ESL student’s ability to master new language skills. This thesis provides an extensive review of literature related to the topic of extrinsic motivation and its relationship with educators and international college students. Moreover, the thesis will also explore how extrinsic motivation is a more effective
motivator compared to intrinsic motivation and how it has specifically contributed to the success of international students in the learning of English as a second language. Lastly, this thesis discusses various ways educators can leverage extrinsic motivation to improve the effectiveness of how well their students master English as a second language.

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__________________________
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Chapter 1
THE PROBLEM

Introduction

Motivation is a driving force through which human beings attain their goals (Clement, 2006). Specifically, psychological motivation stimulates people’s desire and energy to have continued interest and commitment in attaining goals in life (Weiner, 2000). In a previous study, Gredler (2001) and Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something and can be broken down into two types of motivations: intrinsic and extrinsic motivation. Intrinsic motivation is manifested in behaviors such as playing, exploration, and completing challenges without external rewards. Clement (2006) highlighted that intrinsic motivation rejuvenates and sustains activities through the spontaneous satisfactions inherent in effective volitional action. On the other hand, Weiner (2000) and Cherry (2018) stated that extrinsic motivation focuses on reinforcement contingencies, or external rewards such as grades, praise, money and fame. Burden (2004) found that both forms of motivation play an active role in the students learning process and that external stimulus is required to drive or inspire a person to achieve desired outcomes.

Students can only be motivated through making them have the desire to do something, especially an activity which calls for hard work and effort (Hajhashemi, Shakarami, & Caltabiano, 2017). All students, especially those who are studying
English as a second language, need techniques to gain motivation from external factors. English as a Second Language (ESL) students must be motivated to understand that learning English is useful in their lives. A student’s motivation will have to be transformed by having the classroom setting transformed into one where they can be inspired to learn the curriculum.

Statement of the Problem

Understanding the correct form or method of motivation for today’s international students participating in ESL classes is crucial to their academic success. One of the pedagogical methods used in learning is the traditional approach of face-to-face instruction. Arteaga (2006) argued that the environment plays a major role in students’ motivation and participation in learning English. The face-to-face instruction method of students in the classroom is only applicable to the physical interaction of the teacher and student in a classroom setting. This classroom environment needs concrete and valid methodologies in teachers to work cohesively to support students learning English. According to Hajhashemi et al., today’s generation of third millennium international students will have harder time to learn the ESL curriculum if “Net-Generation” extrinsic motivators and strategies are not used by the educators in the classroom. For instance, international students today tend to use pictures and visual graphics to expressive or convey their messages and enjoy using newly coined words to help with their interactions with their peers. Therefore, the main point of this research is to explore the impact of the right form of extrinsic motivation that is needed for international students to learn English as a second language.
Purpose of the Study

According to Kyiacou and Kobon (2006), intrinsic motivation is linked to the increase of a student’s increased interest for success or pleasure while extrinsic motivation is linked to increased performance by initiating the desire to achieve a set goal or objective. While intrinsic motivation helps students develop and practice positive and desirable behaviors of learning, extrinsic motivation leads to development of good academic habits and achieving good academic results. Therefore, the primary aim of this research is to (1) Explore the role of extrinsic motivation of international students learning English as a second language, and (2) Examine learning theories utilized by teachers to motivate international students in learning English as a second language.

Methodology of Research

The qualitative research method was used to perform an extensive review of the literature and existing information on how extrinsic motivation affects the learning of English as a second language among international students. This research is designed to be descriptive in nature as it describes characteristics of the target population.

Definition of Terms

English as a Second Language (ESL)

The study of English by nonnative speakers in an English-speaking environment (ESL, 2012).
Extrinsic motivation

Human behaviors psychologically motivated by external rewards such as grades, money, fame, or praise (Burden, 2004).

Foreign language

A language learned by a student who is not a native of it or a language which originates from another country and is not spoken in the native country (Dörnyei & Ushioda, 2009).

Motivation

Something that energizes human activities or gives an individual the desire to achieve certain goals and objectives (Burden, 2004).

Teaching English to Speakers of Other Languages (TESOL)

Emphasizes aspects of teaching English in countries where English is not widely used in daily life (Rumboll, 2013).

Limitations of Research

The research took a hypothetical approach to analyze how extrinsic motivation affects the ability for international students to learn English as a second language. Although primary research would have been preferable for this study, practical constraints such as access to the research population significantly limited this possibility.
Chapter 2

REVIEW OF LITERATURE

In today’s globalized world, learning to read and speak multiple languages is a valuable skillset that allows one to easily blend into other cultures. However, it is important for people to consider which language they should study and be proficient in. For individuals who are born in countries where English is not the native language, they often opt to learn English as a skill to add to their professional portfolio (Barkhuizen, 2011). One of the fundamental reasons why international students learn English is because English is regarded as the language used for global businesses (Najeeb, 2013). For those individuals who are interested in working for the top organizations of the world, English is the language which is commonly used as a medium of communication (Barkhuizen, 2011). The de facto language for international global business is English, and many of the companies worldwide require their employees and staff to have some level of proficiency in English. Moreover, the employment market regards individuals who can communicate in fluent English as more valuable compared to those that cannot (Najeeb, 2013). Therefore, learning English will enable one to have a more attractive career resume and higher potential salary. Speaking the English language enables individuals to become Global Citizens, with the ability to interact with others in different parts of the world for work, travel, or business.
Theories of Motivation

Many of the theories on motivation and psychology formed in the 1950s and the 1960s questioned the limitations of existing theories formed by behaviorists. Researchers proposed ways in which they could study the cognitive process of learning and motivation in students and teachers. Pintrich (2000) studied and analyzed some of the cognitive theories which had been developed in the 1960s, 70s, 80s, and 90s and concluded that motivation is the process of sustaining and instigating an activity which is goal oriented. This conceptualization was then influenced by other researchers such as Yao and Mao (2010; as cited in Long, Ming, & Chen, 2013) to conduct further studies to find parallels between motivation and learning.

Self-determination Theory

The theoretical perspective of motivation must be taken into consideration when studying the role of extrinsic motivation. Self-determination theory explores the ability for a person to have personal initiative and regulation over one’s actions (Deci, Vallerand, Pelletier, & Ryan, 1991). Deci et al. (1991), states that the self-determination theory distinguishes between intrinsic and extrinsic motivation in language learning. They denote that extrinsic motivation is the ability of the person to have expectations of external rewards from his or her efforts to achieve certain obligations.

Deci et al. (1991), argued that the self-determination theory explains how people can create a condition or environment which can increase the level of motivation in the
learning process rather than focus on how teachers in a classroom setting can motivate their students. According to Noels (2001), this theory placed extrinsic motivation in line with the students’ wants and desires regarding fulfillment of their educational goals and objectives.

Another theory that is exemplified in the learning of foreign languages is the regulation argument, which along with the self-determination theory, referred to the situations where a person has activities based on external stimuli incorporated into his or her learning activities (Shaikholeslami & Khayyer, 2006). Shaikholeslami and Khayyer discovered that the external regulation of one’s motivation refers to sources of regulation outside of the person’s initiatives, and in the case of learning a foreign language, this cannot be termed as a self-determination activity because it has external factors which spur an individual to perform an action. An example of the regulation argument is when a student is encouraged to learn a foreign language due to the fear of not being able to be converse with it.

Consequently, it can be determined that theories which support extrinsic motivation are mainly advanced on studying student behavior (Shaikholeslami & Khayyer, 2006). The physical characteristics of the teacher and the student play a fundamental role in the advancement of extrinsic motivation. For a researcher to study behaviorist techniques in a classroom setting, they must evaluate specific actions of a student, the origin of these actions, and the consequences of these actions. As a result, behaviorists must come up with specific frameworks to explain the phenomena involving extrinsic motivation such as self-determination and respondent conditioning (Shaikholeslami & Khayyer, 2006).
Respondent conditioning is an alternative theory which advances extrinsic motivation in the learning of English by international students. Shaikholeslami and Khayyer (2006) defined respondent conditioning as the use incentives by the instructor to motivate the learners by requesting the them to complete tasks and measuring how much enthusiasm they show when trying to complete the task. They found that when the teacher withdraws incentives and replaces them with less rewards, the students’ level of motivation decreases because students have associated certain tasks with specific rewards. If the rewards are no longer available, then the level of motivation will decrease and affect the concentration and interest of the learners. Therefore, self-determination is a motivational theory that caters towards non-material factors of extrinsic motivation such as verbal recognition and feedback, while respondent conditioning deals with material factors of extrinsic motivation such as rewarding students with a badge, gift, or money.

Burden (2004) pointed out that the extrinsic motivation for students learning English as a second language can create a better learning environment for everyone but is dependent on many variables such as the interdependence of second language acquisition, classroom environment, and social-cultural background. Tseng (2013) claimed that there are five major factors in language learning: parents, peers, learning situation, teachers, and ethnicity; however, the same factors do not motivate all students. This is because while a student may be motivated by his or her parents, another may be motivated by his or her peers. This research is however fixated on determining the effectiveness of extrinsic motivation and how it enhances the performance of international students learning English as a second language (ESL).
According to Hajhashemi et al., it is important for a teacher who teach English as a second language to understand the responsibility on how to use extrinsic motivation to help his or her ESL students learn English. It is important for teachers to create an integrative and competitive learning environment for ESL students because traditional face-to-face learning may be monotonous and boring for students, which may lead to the students failing their learning objectives. Learning is challenging because it is a process where both students and teachers may be affected by many internal and external factors. Also, college students are mature adults who may not always be able to be hand-held during their learning process; therefore, leveraging extrinsic motivation techniques such as a positive learning environment is essential to helping ESL students succeed.

Benefits of Extrinsic Motivation

Arteaga (2006) argued that using extrinsic motivation to help students master a foreign language has several benefits to both teachers and students. One benefit for students is the mastery of goals orientation, or where the students have the desire to obtain a better result from the learning process itself. For example, a student gets a high level of confidence and satisfaction from their mastery of verbal and written English. Another benefit for students is performance goal orientation, or where students have the desire to achieve better results than others and can achieve a performance level that that gives them a personal conviction of success. For example, a student tries to obtain positive judgment or avoid negative judgment from others so he or she works hard on mastering a performance-based endeavor. Lastly, another benefit is the social goal benefit where the student will have the desire to learn so that he or she can develop
characteristics that are socially accepted. For example, a student can pursue learning English as a second language with an objective of achieving academic excellence or to be accepted in their desired social circle.

The external motivation of students by the teacher recognizing their efforts and achievements was found to have a tremendous impact on student performance (Kyiacou & Kobon, 2006). Kyiacou and Kobon found that when students were conditioned by a teacher whenever they demonstrated good results in the classroom, the students’ morale decreased over time and education became less meaningful for them when they fail to be recognized by others. Therefore, while a sense of pride in what students learn may seem to motivate a student’s performance, a balance between student recognition and extrinsic motivation must also be kept in mind by the educator.

A student can benefit from extrinsic motivation by having considerable involvement in the activities they are involved in such as learning a new language (Arteaga, 2006). Kyiacou and Kobon found that activities such as reading books, presenting in class, and writing essays are essential for learning English as a second language, and the more activities the student was involved in, the more interest, self-motivation, and confidence they developed.

Arteaga (2006) also discovered that extrinsic motivation may be used by educators to increase competition among students because students motivated by competition have the desire to learn and feel responsible for their learning process. The main objective of international students learning English as a second language is to be proficient in both
oral and written English. Therefore, motivating students to learn English will incite the competitive nature of some students to ensure that they attain the highest proficiency possible compared to their peers. In another previous study, Deci et al. (1991) agreed that competition is one way to motivate students to achieve higher educational goals, which is needed to ensure a healthy relationship between teachers and students. Similarly, Topalov (2011) pointed out that extrinsic motivation will often increase the competitiveness of international students learning English as a second language.

Extrinsic motivation will also motivate students to create and set goals because they are convinced that they will be rewarded for it. The setting of educational goals is fundamental to achieving improved performance and quality grades when learning English as a second language (Feng & Chen, 2009). As a result, teachers will have a mechanism to evaluate and quantify academic performance when students achieve their goals, which in turn further helps students master their curriculum for learning English as a second language.

Extrinsic motivation can increase confidence in students which is important because speaking a different language in a foreign country for an English as a second language student may be very daunting. Arteaga (2006) found that many students do not feel confident when communicating in a foreign language because they do not have the ability to command and convince others using the second language. Motivation will therefore enable students to gain confidence in learning because they are aware of the short-term and long-term rewards of learning English as a second language.
The most common reason why international graduate students never master the English language is because they lack the motivation to learn English as a second language. If the students are not motivated extrinsically or intrinsically, they are likely to lose interest in learning. Extrinsic aspects include how the teacher interacts with the student, the classroom environment, the student’s peers, how often the student uses the language, and other factors which arouses the desire of learning as a second language (Phakiti, Hirsh, & Woodrow, 2013). Phakiti, et al. found that motivation is a critical aspect of learning, and therefore, its absence often lead students to procrastinate in their comfort zones, perform poorly, fail their academic goals, or even drop out of school.

Impact of Extrinsic Motivation on the Learning English as a Second Language

Several common issues inhibit extrinsic motivation for international students to master English as a second language in the classroom. For instance, students are not aware of the purpose of knowing the language and how to be motivated (Feng & Chen, 2009). Students often are so focused on the educational and academic purpose of taking the ESL course that they forget that the primary objective of mastering the language was so they can actually use the language and communicate with other English speakers, not so they can pass the class but to be able to pass the class. Papi and Abdollahzadeh (2012) explained that if the students are aware of the practical reasons for studying the language, they will be motivated in studying it even if the language does not have a significant impact in the present community.
Extrinsic motivation is also essential for improving English reading literacy if used properly by teachers. Liu (2007) argued that teachers should follow up with strategies of motivation to verify whether their students have improved performance or not. For instance, teachers may instruct the students to read textbooks to test how interested and motivated are the students are in studying the language. The difficulty in the texts may also be adjusted from time to time encourage interest in studying the language. Learning aids may also be used by the teacher to help make the lessons more fun and measure how engaged students are in the learning process.

Dörnyei and Ushioda’s (2011) study provided evidence that there is a relationship between the achievements and the positive learning environment of an individual. This is because they established a significant connection of confidence to a student learning English as a second language. Wu and Wu (2008) used a research model to measure how a student’s social environment affected their confidence and ability to learn English as a second language. For example, Wu and Wu found that a student who does not often interact with English native speakers have increased self-confidence when using the second language because he had positive experiences with learning English in the classroom. Language learning in student clubs, classrooms, and other social activities may also inspire learners to improve their familiarly, fluency and knowledge of the second language because it allows the student to envision how the language may be used once they are fluent and thus changes the attitude of the learner. As a result, Wu and Wu (2008) concluded that learners are motivated differently and their ability to be more fluent in English depended on their level of self-confidence and achievement in the
learning process. Previous studies by Dörnyei and Ushioda (2011) and Wu and Wu (2008) suggested that ESL students have different desires, so therefore, flexible methods are needed to trigger these different desires to effectively motivate the ESL students in the classroom.

There are several factors of extrinsic motivation in the classroom that impact the effectiveness for students to learn English as a second language. A learner’s attitude and anxiety are essential for the extrinsic motivation of students learning English as the second language (Papi & Abdollahzadeh, 2012). In a previous study, Burden (2004) observed the effects of various instruction methods on Chinese students taking English as a second language classes and how these methods affected the motivation, attitude, and anxiety of the students learning the language over time. Burden (2004) used the Attitude Motivation Test Battery to gauge social-educational variables such as the desire to learn English, intensity of motivation, interest in foreign languages, and attitudes towards learning English. Burden (2004) discovered a correlation between the environment of the classroom and the attitude of the teacher towards the students. A pleasing attitude inside the classroom correlated to a pleasing attitude expressed by the teacher, which in turn encouraged students to learn and achieve their educational goals. Burden also noted in his study to represent the diverse interests of students learning English as a second language. Papi and Abdollahzadeh (2012) and Burden’s (2004) recommendations strongly suggested that teachers should introduce specific instruction strategies to each student if they desired to gain educational achievements based on extrinsic motivation.
The other fundamental aspects are the ability for the learners to learn from the mistakes of others and have a chance to interact freely with others when learning English as a second language (ESL). Interactive interaction and good communication between the teacher and the students are essential features to motivate ESL learners. A study conducted by Liu (2007) in the Chinese university with students learning English as the second language was to determine the students’ level of improvement. One of the factors which came about was the complaint that there was redundancy in the students’ learning of English as a second language. They did not mind repetition while learning the language skills, however, many students held the opinion that some of the skills which are taught in school can be acquired in their job after graduation. They felt that skills could be taught in less than two weeks and does not require an entire semester in the school curriculum. Liu recommended that students preferred learning more communicative approaches by teachers when learning English as a second language as opposed to dull and repetitive tasks.

An interactive method of studying English as a second language in the classroom improves the level of communicative competence and comprehension of teaching and learning English. Studies conducted by Morell (2007) compared interactive methods in the classroom with non-interactive methods found that students perform better in interactive classroom environments. Teachers who incorporated interactive methods in the classroom such as oral presentation, entertainment, and student’s interventions reported that students were highly motivated in learning English as a second language. Morell’s findings indicated that teachers must be aware of the needs of their students to
able to improve their communicative competence and the involvement of students in the learning process. Interactive classes are highly favored by students who are studying English as a second language. Morrell’s research on Strategic Inventory of Language Learning showed that students embraced the learning process which used the active naturalistic approach in daily activities. This venture made the students develop an attachment to the language and peer motivation comes into play as all the students are actively involved in the learning process. An interactive classroom is highly favored by students as they gain competence and proficiency in English as a second language.

Impact of Teaching Strategies on Extrinsic Motivation

The strategies of instruction can influence student’s involvement and engagement in the learning of English as a second language. According to Feng and Chen (2009), the use of technology and cooperative group learning are factors which can be of importance in increasing student’s intensity in studying of English as a second language. These factors shift the learning process from being teacher-centric to learner-centric, providing the right initiatives for the students to excel in their education. Students consider teaching strategies which include content in the strategies of delivery to be very relevant in what they are studying. Therefore, a teacher must create a corrective feedback between students and the learners should be part of the learning strategies. Development of teaching and learning process is essential in developing meaningful participation of students in their classrooms (Feng & Chen, 2009).
Theory of Multiple Intelligence

The theory of Multiple Intelligence was introduced in 1983 by Dr. Howard Gardner with the aim of examining set of skills which makeup intelligence with the aim of examining a set of skills which make up multiple intelligences (Gardner, 1983). Since the introduction of multiple intelligences to the field of education, the theory has played a key role for students learning English as second language. Teachers have the responsibility to trigger the student’s motivation by acknowledging the diverse intelligence abilities within them. In situations where students are required to study from the same content, the teacher must devise strategies in responding to each student in forms of different activities that meets the students’ needs. The redesigning of the curriculum in teaching students learning English as a second language ensures that students will develop an interest and motivation in the subject. In this case, it would make them have a sense of what they are learning which would result in them maximizing the time of learning in the classroom (Dörnyei & Ushioda, 2011).

Gardner (1983) makes the point that there is need for the teachers to acknowledge the diversity and the interests of all students in the classroom. To achieve this objective, it is important to emulate the theory of multiple intelligence. The theory enhances a pragmatic approach in the way to define intelligence hence allowing the teachers to use students’ strengths and help them to learn. According to Gardner (1983), multiple intelligence strives to motivate student learning English as a second language as it supports the presentation of information in the best way a student can understand. For example, if a student is struggling with English learning, the theory upholds that the
teacher may emulate suitable teaching approaches such as creating a graphic story which will eventually blossom into a beautiful and complex narrative helping the student in grasping tips of learning English.

In addition, the theory challenges the notion of a single intelligence quotient since human beings have multiple types of human intelligence which represent diverse ways of processing information. One of the human intelligences in the theory is verbal-linguistic intelligence which helps an individual to learn, analyze information as well as produce work related to oral and written language (Gardner, 1983). This aspect makes the theory suitable for both the teachers and students learning English as a second language.

Gardener's theory argues that a learning style does not have to contain specified criteria on the way an individual should be taught but to encourage any applicable style hence acting as a motivator to both teachers and student teaching and learning English as a second language (Gardner, 1983).

Universal Design and How It Relates to Motivation

Universal Design for Learning (UDL) is a concept which has not only become a norm in the education sector but also has its roots in the learning environment. As an application, UDL has made learning of a new language such as English easier as it provides rich support to student learning and minimizes barriers to the various learning methods (Feng & Cheng, 2009). For example, teachers are encouraged to deploy universal design to students with sensory, learning disabilities and language barriers as the approach makes both teaching and learning easy. Similarly, universal design helps
the educators to customize the suitable curriculum to accommodate students’ difference and learning styles. The main purpose of the universal design for learning is not only to aid the students in acquiring masterly in knowledge and certain skills but more so to facilitate them in learning to achieve expertise in learning English (Feng & Cheng, 2009).

The success of the universal design is due to its major components which include multiple means of representation, expression, and engagement (See Table 1). UDL encourages the offering of information in more than one format to students (Dörnyei & Ushioda, 2011). For instance, teachers may opt to use textbooks as their primary visual teaching method, however, providing audio, text, video as well as hands-on learning kits as supplemental teaching methods will enhance students’ learning strengths.

In addition, action and expression are part of the second UDL component which highlights what teachers should emulate when teaching and getting students to demonstrate what they have learned. For instance, an educator can ask the students to take a pen and pencil exam, provide an oral presentation or even participate in a group project as different ways to demonstrate what they have learned (Al-Jarf, 2004). The students will be motivated in learning as they can choose the mode of expression they feel comfortable with. Lastly, engagement is the last UDL component that encourages teachers to find different means to motivate their students in learning English as a second language. After the students choose their preferred mode of expression, teachers are encouraged to let students make decisions on choices for different tasks which they feel is meaningful and significant (Feng & Cheng, 2009).
UDL motivates student to learn English as a second language as it expands the accessibility and effectiveness of general education. This helps the students to learn in their most compatible learning style or preference, making it easier for them to grasp what they are taught (Al-Jarf, 2004). Secondly, deploying this teaching mode minimizes stigma especially when students are given the choice to choose the method of presentation they feel comfortable with. UDL is also a motivator in students learning English as a second language as they can interact with different learning materials, thus having the flexibility to learn more as they engage their strengths more than their weaknesses.

Lastly, having a universal design implemented by the teacher gives the students multiple ways of representation and provides them a better way to be engaged and express what they have learned. As a result, students are more motivated to access the content of the curriculum and projects to better ensure they get the academic results they desire (Dörnyei & Ushioda, 2011). In summary, UDL components provide better ways in which students learning English as a second language will learn and demonstrate what they have already learned in class. Therefore, educators must acknowledge that students all have different learning styles and UDL can ensure that the learning process is conducive to all students.
Table 1.

An explanation of how the UDL component acts as a motivator for learning students.

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<td>How we gather facts and categorize what we see, hear and read. Identifying letters, words or an author’s style are recognition tasks.</td>
<td>Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.</td>
</tr>
<tr>
<td>Present information and content in different ways which leads to more ways of representation.</td>
<td>Differentiate the ways that students can express what they know. (Provides multiple means of action and expression.</td>
</tr>
</tbody>
</table>
Technology and Extrinsic Motivation

The use of technology and other related activities can increase students’ motivation in learning English as a second language. A study conducted by Al-Jarf (2004) at King Saud University on students taking foreign languages and the influence of the writing skills of students learning English as a second language found that use of technology motivated students. Students were encouraged to use computers and internet at home to finish their assignments. Al-Jarf found that the students posted high results in the tests which were given compared to those who used a textbook in learning. These students had improved motivation, high self-esteem and a purpose for achievement. The use of technology had tremendous effects in posting of positive results to the students. The technology was also responsible for students to engage in interactive processes outside of the classroom and the exchange of ideas. Using and incorporating new technology in the classroom will encourage the students to learn English as a second language (Dörnyei & Ushioda, 2009).

Another similar study done by Al-Jarf (2004) with students in elementary and high schools found that there was a positive influence of students using email talk in learning English as a second language. The learner’s interaction increased the proficiency in the oral skills of the students. The ability of students to learn how words are pronounced motivated students to pursue more involving and complex issues of language learning and acquisition. In this case, students were encouraged by interacting with other learners, online learning content, and teachers. The research demonstrated that when students are using technology in interactions and teachers must seek ways in which they can integrate
technology in learning English, the students participated more in the classroom due to their higher level of motivation.

Motivation and Use of Incentives

In some institutions, teachers use rewards and incentives to develop and promote motivation to students learning English as a second language. Some scholars have proposed this as “earn by reading” that students can be given incentives and rewards to encourage them to learn English (Dörnyei & Ushioda, 2009). This especially targets students who have low learning abilities. These low achieving students can be rewarded with attention and other incentives aimed at making them adopt a more progressive learning process courtesy of extrinsic motivation. Rewarding a student’s increased self-esteem and thus contributed to developing the student’s motivation to learn (Dörnyei & Ushioda, 2009). Rewards and incentives vary from one level of education to the other, and therefore it requires a teacher to use the right incentives to promote motivation to students. Incentives can vary in the context of gender and age, which requires careful choosing of the right incentives for different purposes.

The interest of a student to keep learning English, therefore, rests squarely on the ability of the teacher to keep students interested in the language. The teacher needs to understand that he or she is the greatest motivational aspect contributor to students. Papi and Abdollahzadeh (2012) stated that many students are influenced by other factors outside the classroom, but the teacher must keep the students motivated in learning English as a second language. The teacher must maintain the initial interests which
encourage the students to enroll in learning English as a second language in the first place. The qualifications, dedication, and personal motivation of the teacher are required to create a learning environment which can enable learners to achieve their educational goals in education. Papi and Abdollahzadeh suggested that teachers and learning institutions need to develop strategies which would promote learning, motivate students and give them the necessary impetus to pursue their educational goals in learning English as a second language.

Conclusion

The sections above attempt to review some of the literature that discusses the correlation between extrinsic motivation and students learning English as a second language. It can be deduced that there is no single teaching strategy or motivational program which is better than the other. All of them must be used together or the teacher must the right strategy for different scenarios to obtain effective teaching results for English as second language students. Learners’ increased motivation would increase their desire and ability to learn and chances of achieving their educational goals. All of this can be attained if the students develop a positive attitude towards learning English as a second language.
Chapter 3

METHODOLOGY

Motivation is a crucial factor in the academic success of international students whose aim is learning English as a second language. Researchers such as Feng and Chen (2009) and Karaoglu (2008) attempted to theorize motivation as well as study its different dimensions with regards to how it affects educational performance of English learners. Primarily, both intrinsic and extrinsic motivation are crucial for educational success. Intrinsic motivation is meant to trigger a student’s interest in the learning process while extrinsic motivation initiates a desire among the learners to set and achieve academic goals (Feng & Cheng, 2009). Although extrinsic motivation significantly enhances students’ success, extrinsic has not been significantly studied on how it applies to English as second language students.

To make a systematic review on the topic of motivation, we will follow five steps. The first step consists of structuring the research questions. Before that, the researcher must define the research questions, analyze the existing literature about the topic and determine the need of a systematic review. A few research questions are needed so the investigator can find answers to the research problem.

Framing the Research Questions

From the initial literature review, the researcher had established that there is extensive research on the impact of motivation on academic performance. However, Feng and Chen (2009) discovered that there are only a few studies which had focused on how
motivation influences the achievement of international students in English with second language classes. The first research question would be framed in a manner that attempts to contribute to the existing body of knowledge with the purpose of contributing to a better understanding of how academic performance in English as second language classes can be enhanced. The researcher asked the first question: What is the role of extrinsic motivation in learning English as a second language among international students? The second question on “how are learning theories utilized by teachers to motivate international studies in learning English as a second language” was based on studies by Broderick (2016), Lewis (2015), and Belford (2013).

Kozaki and Ross (2011) attributed the frequent failure of students who attend English as second language classes to the lack of extrinsic motivation. Ideally, although students may be motivated intrinsically, the absence of extrinsic motivation denies them a chance to set and achieve goals in the English as second language class. Following the research methodologies and procedures stipulated in the previous chapter, this section aimed at analyzing the collected data from key researchers who carried research on the role of intrinsic and extrinsic motivation in international students learning English as a second language through answering the two central research questions.

1) What is the role of extrinsic motivation in learning English as a second language among international students?

2) How are learning theories utilized by teachers to motivate international students in learning English as a second language?
The Investigative Process: The Systematic Review Methodology

The research within this study was predominantly qualitative and only sought to establish the non-statistical data that explains the role of extrinsic motivation in the academic achievement of international English as second language students. Therefore, the researcher focused on desk-based research, which is sometimes referred to as secondary research to establish information from previous studies about the role of extrinsic motivation in overall English as second language achievement.

Identifying Relevant Sources

Identifying relevant sources is the most significant process in the research because it determines the reliability and validity of findings. To establish as many relevant sources as possible for the study, the researcher searched a wide range of databases including educational, scientific, psychological, and sociological databases. These multiple databases provided relevant studies that would facilitate the answering of the research questions. The researcher focused on establishing both primary studies on the research topic as well as any other secondary information that would supplement the understanding of motivation of international students in learning English as a second language.

Assessing the Quality of Studies

The quality assessment of each article was very relevant to every step of the systematic review. In addition, the framing of the questions and the article selection criteria defined the minimum acceptable level of research design. To determine the
methodological quality of the full text articles that were retrieved, the researcher joins the findings from the studies highlighted in each article and analyzes the material in line with the research questions using general evaluation guides and design-based quality check lists, an organized but flexible methodology aimed to develop the foundation of research and facilitate the establishment of the acceptability and relevance of different research designs employed by various researchers (Khan, Kunz, Kleijnen, & Antes, 2003). After that, the researcher task is to summarize the research results all together as described in detail below. The researcher can do that through discussion and comparison of the characteristics, quality, effects and differences of the studies collected. The last step is to report the outcomes and come up with the conclusions and suggestions in line with the results (Khan et al., 2003).

The research also deployed a critical appraisal guide, a methodical procedure that is mainly used to classify the strengths and weakness of the source research with the central aim of assessing the usefulness and the validity of the study’s findings presented by researchers. For instance, it was vital to eliminate or lower the priority of articles that were less than ten years old. Two tables containing the sources relevant to each of the two central questions were also constructed during this process to demonstrate the use of the appraisal guide (See Table 2 and Table 3).

Remarkably, Wu and Wu (2008) noted that in any research process the quality assessment of studies should be aimed at exploring heterogeneity (quality of being diverse in content) as well as informing the decisions on the appropriateness of meta-analysis (combined data from multiple studies). The quality assessment can be used to
evaluate the strength of inferences and therefore allow the study to make future recommendations regarding potential additional research.

Summarizing the Documentation

The summarization of evidence from studies which vary in design and quality was not an easy task and required prudence. The study deployed a systematic review in summarizing the data as it was confined to a qualitative research design (Wu & Wu, 2008). The research objective anticipated that the findings of the study would help establish a basis for conducting potential quantitative research. Summarizing the data related to how motivation enhances the academic success of students involved the tabulation of student studying attributes, effects, and quality of instruction (Dörnyei & Ushioda, 2009). A quantitative approach would have required exploring differences between studies and comparing their impact through meta-analysis. However, given the qualitative approach, the researcher was only interested in narrative information that facilitated an understanding of the role of extrinsic motivation in the English as second language class.

Interpreting the Findings

Before interpreting the findings of the study, the researcher explored all risks of publication and researcher bias that may be present in the articles. Risk of biases in publication refer to an organized error or deviation from the genuine truth affecting the reliability of the study. Bias mainly affects both the reliability and validity of the study distorting the truth as well as skewing the analysis (Rothstein, Sutton, & Borenstein,
2005). Some of the elements of bias in a qualitative study include moderator bias which involved gathering of data skewed on the moderator’s race, social status and his or her age. Similarly, the study avoided articles biased of their questions which could affect the response of result to participants. Lastly, the study avoided articles characterized of biased answers such as consistency bias, error bias as well as mood bias. For instance, heterogeneity assessments were conducted to establish whether the overall summation of the findings could be trusted and relied on. Furthermore, the recommendations made by the author were graded by reference to both the strengths and weaknesses of the established evidence.

Data Analysis

Qualitative research involves the use of inferential analysis to compute data and present the findings. Similarly, qualitative study is also referred as a central exploratory research whose main aim is to enhance the understanding of specific reasons, views and motivations. The use of qualitative data collection technique is advantageous as it enhances the development of ideas for a qualitative research. Therefore, using it will help in uncovering trends of thoughts and opinions in relation to the research subject. The purpose of this research was to investigate how extrinsic motivation can be used to enhance academic achievement in English as a second language classes involving international students.
The Inclusion Criteria

For both primary and secondary sources to be used in this study, the researcher sought to establish information that was pertinent to the research and could, therefore, help in answering of the specific research questions (Papi & Abdollahzadeh, 2012). The first items on the inclusion criteria were the currency of information, data, and evidence. The researcher sought to establish information that was current and could apply to the present time. Therefore, only studies conducted within the last ten years were included in the systematic review so that any source published before 2008 was not eligible to be used in the research.

The second item on the inclusion criteria was the authoritativeness of the sources. Authoritativeness can also mean the legitimacy of a source. A reference is only legitimate or authoritative if its authors are qualified to handle the topic. The researcher ensured that sources used in the systematic review were authored by qualified professionals whose ideas, findings, and arguments were viewed credible as trustworthy. Primarily, the researcher provided that all secondary sources included in the researcher were published on legitimate websites by qualified authors. The third and most important item on the inclusion criteria was the relevancy of a source. For a reference relevant to the research, it had to include at least four keywords generated by the researcher. The critical research terms included motivation, extrinsic motivation, intrinsic motivation, English as a Second Language (ESL), Second Language Acquisition (SLA), English as a Foreign Language (EFL), English Language Learners (ELL), international students, academic achievement, learning, and student success (Dörnyei & Ushioda, 2009). Given
that the research was about international students, the researcher anticipated that studies to be included in the systematic review should contain an international perspective. However, during the investigative process, the researcher established that some studies met all the criterion for inclusion but did not hold a global view.

Research Question One

Table 2.

The following articles support the first research question: What is the role of extrinsic motivation in learning English as a second language among international students?

<table>
<thead>
<tr>
<th>Table of Research Question One</th>
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</thead>
<tbody>
<tr>
<td><strong>Author(s)</strong></td>
</tr>
<tr>
<td>Wu, W., &amp; Wu, P.</td>
</tr>
<tr>
<td>Karaoglu, S.,</td>
</tr>
<tr>
<td>Author(s)</td>
</tr>
<tr>
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<tr>
<td>Ebata, M.</td>
</tr>
<tr>
<td>Feng, R., &amp; Chen, H.</td>
</tr>
<tr>
<td>Kozaki, Y., &amp; Ross, S.</td>
</tr>
<tr>
<td>Author(s)</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Al-Mahrooqi, R., Abrar-Ul-Hassan, S., &amp; Asante, C. C.</td>
</tr>
<tr>
<td>Papi, M., &amp; Abdollahzadeh, E.</td>
</tr>
<tr>
<td>Abrar-Ul-Hassan, S</td>
</tr>
</tbody>
</table>
the degree of motivation was mostly medium.

| Rahman, A. H., et al. | 2017 | Research investigated the factors that influence motivation English as second language classrooms among 80 students. The study employed the quantitative methodology and established that teacher’s influences, parental influences, and personal attitude affect the learner’s motivation on English as a second language. |

Implications for English Language Teachers

While extrinsic motivation serves as a dimension which is significant in the learning of languages, there are many variables which are necessary for a student to have the necessary ability to embrace and excel in learning a second language. Many researchers such as Papi and Abdollahzadeh (2012) came up with a large spectrum of variables to attempt to explain the process of students learning English as a second language. Papi and Abdollahzadeh considered students that have interests related to native speakers of the English language and social perceptions that language may result in the interethnic correlation between the learner and the native speakers. There is a sense in which these external factors to the motivation of students can imbue a sense of linguistic self-confidence.

Abrar-Ul-Hassan (2014) and Wu and Wu (2008) conducted research on the role of motivation and identified that international students who have a goal to English for their
professional and future career endeavors are more motivated than those that learn for
general communication purposes at school. Papi and Abdollahzadeh (2012) along with
Karaouglu (2008), Wu and Wu (2008), and Arbor-Ul-Hassan (2014) found that English
as a universal language is used in intercultural settings as the primary language that
everyone can learn and understand. From the analysis, the role of motivation in the
English as a second language class cannot be underestimated. Ebata (2008) concluded
that motivation is the crucial determinant of student success and linguistic capability in
the English language learner’s class. Wu and Wu (2008) contends that intrinsic
motivation is internal and may or may not be influenced by external factors. However,
extrinsic motivation is increasingly important because it can be evoked by many triggers
including classroom environment, interaction with the instructors, and other material and
non-material triggers such as material rewards, financial rewards, and recognition.
Furthermore, extrinsic motivation can be tailored to drive or stimulate the learner to
achieve specific educational outcomes.

In studying the significance of motivation in English as a second language classrooms,
most of the researchers tend to focus on the factors that influence extrinsic motivation
and their impact on learning. One element that was recurrent among these studies was
the impact of the classroom environment. Karaouglu (2008) claimed that the learning
environment significantly affected a student’s motivation and how students perceive the
learning environment could have significant implications on how they are stimulated or
willing to achieve the course outcomes. For instance, Ebata (2008) agreed that a friendly
atmosphere characterized by student-centered learning where specific student needs are
met sufficiently motivates and encourages the student to learn more. Alternatively, Kozaki and Ross (2011) argued that if the teacher is authoritative to a hostile level in the classroom, students are discouraged and their willingness, readiness, and commitment to achieving educational outcomes become compromised.

The teacher also has a significant role to play when motivating the learners. For instance, Al-Mahrooqi et al. (2012) established that English Language Learner teachers in Oman have over 40 different motivational strategies aimed at encouraging their learners to attain linguistic proficiency in English. Lewis (2015) suggested that these strategies could be tailored to meet the specific student needs or the needs of the entire class depending on the teacher. It is imperative to note that the teaching strategy significantly determines how learners will be motivated to take part in the learning process. English learning is a complicated process that requires the determination and full commitment of learners in the class. Kozaki and Ross (2011) concluded that parental influences also significantly affected how a learner is motivated in the English as a second language class. Specifically, the authors found that parents who continually practiced English at home and encouraged their children to learn and use English also significantly motivated them to attain linguistic proficiency. Kozaki and Ross (2011) and Wu and Wu (2008) believed it was vital for parents to practice the use of English at home and continuously support and cheer their children when they endeavor to learn English as a second language. If a learner finds support in learning the language, they will be stimulated and inspired to acquire linguistic proficiency in the language to be able to
communicate effectively as Rehman, Bilal, Sheikh, Bibi, and Nawaz (2014) outlined in their study.

Extrinsic motivation could also be influenced by the desire to achieve. Wu and Wu (2008) found that a student’s success is also a source of motivation. According to the authors, if a student sees that they are making progress, they are likely to be inspired to learn more. However, Belford (2013) linked this form of motivation to the role of the English as a second language teacher. According to Broderick (2016), the teacher should employ an objective approach in the English as a second language class that vividly defines error-correction methods and provides a chance for the learners to seek further clarifications and practice. Karaouglu (2008) outlined that in the learning process, learners should not be reprimanded for the mistakes they make. Instead, they should be encouraged to try again and inspire to achieve more. Reprimanding learners only makes them feel like losers according to the social cognitive theory of learning. Therefore, motivation should be applied at all levels to enhance linguistic proficiency among the English Language Learners.

Research Question Two

Table 3.

*The following articles support the second research question: How are learning theories utilized by teachers to motivate international students in learning English as a second language?*
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Description (Abstract)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Chalkboard</td>
<td>N.d.</td>
<td>Website highlights some of the theories and models used in second language acquisition. The site distinguishes between outdated/contemporary models and contemporary theories that apply to current English as a second language classrooms.</td>
</tr>
<tr>
<td>Anthony, B. R. A.</td>
<td>2008</td>
<td>Researcher explores the classroom-based teaching strategies for English as a Second Language. Specifically, the researcher studies the target output as well as the role of expression in successful English Language Arts Standard. A theoretical basis for the study is first established to determine how different models impact English as a second language learners.</td>
</tr>
<tr>
<td>Rao, Z.</td>
<td>2012</td>
<td>Researcher uses two models in the information-processing theory to investigate the relationship between a learner’s learning strategies and his/her English proficiency. The author links five factors to learning strategies in the ACT Model and 3 factors in the 3P Model (personalization, participation and knowledge-pull).</td>
</tr>
<tr>
<td>Belford, E. R.</td>
<td>2013</td>
<td>“How does language learning occur” In a bid to answer the question, the author embarks on a review of the different</td>
</tr>
<tr>
<td>Author</td>
<td>Year</td>
<td>Description</td>
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<td>-----------------</td>
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<tr>
<td>Lewis, M. B.</td>
<td>2015</td>
<td>This book integrates theory with practice to make important recommendations for both English Language Learners (ELL) and teachers. The author combines concepts such as motivation, error treatment, and autonomy and relates them to existing learning theories in a bid to establish the right mix for success in ELL classrooms.</td>
</tr>
<tr>
<td>Broderick, M.</td>
<td>2016</td>
<td>Researcher discusses language acquisition theories by focusing on their history, application, and suitability for ELL classes. Some of the theories identified include acquisition/learning hypothesis, natural order hypothesis, input hypothesis, active filter hypothesis and the monitor hypothesis.</td>
</tr>
<tr>
<td>Andrade, S. M.</td>
<td>2017</td>
<td>This study elucidates how improved linguistic skill and broader educational success can be achieved through online ELL courses based on language acquisition theories, distance education and other pedagogical approaches. The researcher applies different learning theories to come up with a theoretical framework that</td>
</tr>
</tbody>
</table>
From the systematic review of the literature, it has been established that different learning theories can be applied to English as a second language classrooms to enhance outcomes through motivation. The behaviorism learning theory links learning behavior to environmental influences. According to this theory proposed by Belford (2013), a learner’s behavioral outcomes are shaped by instruction, and approach to teaching among other factors in the learning environment. Digital Chalkboard (n.d.) and Andrade (2017) identified that a teacher needs to be aware of how their style of teaching affects the learning behavior of learners. If the method of teaching motivates the learners, it should be reinforced. However, if it discourages active participation and compromises commitment to educational outcomes, it should be reviewed and possibly changed. On the other hand, the social cognitive theory sees learning as a result of a change that happens in the learner’s cognition, thoughts and perceptions about a subject (Andrade, 2017; Anthony, 2008; Lewis, 2015). Unlike behaviorism which sees learning as conditioning, social cognitive theories push for vicarious learning where students learn through observation. Thus, Broderick (2016) suggested that teachers could consider using teaching approaches that allow students to observe and therefore be able to change their perceptions about aspects of the English language.

In their research, Rao (2012) and Belford (2013) summarized the information processing theory that significantly applies to the English Language Learners (ELL) classroom, which characterizes learning as how an individual acquires, encodes, stores,
and retrieves knowledge According to this theory which has been studied extensively in the literature, there are varied memory models that can be applied in the process of learning. Some models allow for long-term memory retention while others allow for short-term memory retention. Each model is tuned to the nature and purpose of the knowledge acquired. Ebata (2008), Broderick (2016) and Andrade (2017) assumed that teachers need to be aware of how students retain knowledge in the ELL class. Conceptually, the knowledge taught in class should be stored for long-term retention and recall because linguistic proficiency requires the constant retrieval of the gained knowledge. Another theory that features in literature is constructivism which sees learning as the contextual cognitive perspective within which individuals construct their knowledge. Anthony (2008) further outlined that this theory rejects the concept of “scientific truths.” Teachers should as well identify the appropriate approach and understand when and how it applies to the ELL classroom.
CONCLUSION AND RECOMMENDATIONS

For quite some time, learning of a second language has been under-researched by many scholars. Researchers such as Rehman, Sheikh, Bibi, and Nawaz (2014) emphasize that motivation play a fundamental role in the learning of the second language among students. They have concluded that the motivational level of learning a second language has the same aptitude as predicting performance levels of students learning a second language (Kozaki & Ross, 2011). In this case, motivation is a fundamental factor in influencing the attitude that students will have in their ability to perform in learning the second language. Therefore, it is prudent for instructors to appreciate the role of motivation in the learning process especially in the learning of English as a second language.

Research has shown that international students are likely to perform better if they engage learning with enthusiasm and commitment. There is a need to help teachers explore new methods to increase student engagement and participatory activity for their English as a second language students. A student learning English as a second language can face many challenges and therefore it is important to initiate the necessary means to motivate them to achieve their educational goals (Ganjabi, 2011).

Extrinsic motivation is the key factor for which teachers should use to increase academic performance and promote interactive classroom participation amongst the students. There are many factors that are essential for the learning of English as a second
language. A teacher should be fixated on devising new ways that will increase the desire of students to learn and achieve their educational goals. By the year 2025, there will be ten billion people on earth who will be speaking the English language (Kozaki & Ross, 2011). Therefore, it is prudent for international students to find the right motivating factors that will aid them in gaining proficiency in learning the English language as efficient as possible.

According to learning theory of Rumboll (2013), several prerequisites must be employed by English as a second language (ESL) teachers to effectively teach ESL students. ESL instructors will need quality instructions, interactions, feedback, and avenues of commendable performance to maintain progress and motivate their students in learning. A teacher should then seek to tap into the avenues of extrinsic motivation and thereby tap into the resources of external motivation to create a motivated classroom.

There are different purposes of studying English as a second language and it is important for teachers to identify the purpose by creating motivational strategies for improving student learning. Teachers must make students understand why there is a need to try, how relentless they should pursue the new language skills, and how they should be motivated towards their pursuits.

Teachers who are experienced can ensure that their students are always motivated. Motivation has been widely used by schools and institutions as a variable to give students the impetus to perform better in their education. Researchers Dörnyei and Ushioda (2009) found out that motivation that is integrative can lessen the anxiety featuring many students who take English as a second language. Motivation, in this case, is dictated by
many factors which are intertwined and have tremendous effects on the motivational level of the students (Dörnyei & Ushioda, 2009). Learning English requires one to have the necessary motivating factors to keep them going and providing the right attitude needed to attain positive educational goals. Extrinsic motivation can influence students to gain the encouragement necessary for posting good grades.

Researchers such as Papi and Abdollahzadeh (2012) found how a student perceives a certain language is bound by the way in which they are determined to incorporate the language being learned. This is a result of the difference between one learning English as a second language and other subjects in school since language is part of a human identity. Learning a language involves more than just studying the system of rules or the skills and grammar of the language. According to Papi and Abdollahzadeh, language is understood by the student as a recreation of one’s image of him or herself and the restructuring of new cultural and social behaviors for themselves. Therefore, motivation is wired to the social nature of the learner.

There are several ways in which educators can provide extrinsic motivation to students. One of the ways is ensuring that teachers provide students with the usefulness of the language. Teaching English to Speakers of other Languages (TESOL) teachers can increase the level of the motivation of students in making sure that students have a way in which learners can find the usefulness of studying the English language as a second language (Rumboll, 2013). As a means of motivation, teachers must find ways in which they can enhance the attitude of learners in studying English through incorporating extrinsic motivation.
Findings from the research recommends that teachers find ways in which they can make the learning of English personal. Rumboll (2013) argued that teachers must create a mechanism in which they can create a way for self-expression of students and motivate them to learn. Students should learn to stay away from information which is not useful and prevents them from developing accountable performance and success in the language. To promote extrinsic motivation, research recommends a need for one to have an education system which is pragmatic and motivation centered, optimal for the examination, analyzing and applying classroom motivation specific to the students.

In this case, Wu and Wu (2008) state that teachers must have a classroom atmosphere which is conducive, ample and pleasant. This will then necessitate the learners to be able to take the tasks as given by the teacher in an open-minded approach. Teachers should also have a good relationship with the learners as it creates a mutual bond between the learner and the instructor to create an ample environment for interactions. Wu and Wu (2008) argued that teachers should also promote the autonomy of the learners and encourage them to make personal initiatives to ensure that they have engaged positively with each other and the learning process. They hold the belief that teachers should also possess the ability to influence the students in having a personalized process of learning and ensuring that students are familiar with the English culture. Teacher motivation, therefore, can be termed as a fundamental aspect of learner motivation in learning English as a second language. Teachers must create rapport for ESL students so that their motivation is tuned to a personal level. For a teacher, having a real conversation with students will create a connection between the educator and the students that will then
increase the level of motivation to students. This connection can influence students to learn more as it leads to students experiencing a different culture or language.

My Personal ESL Experience

Just like most students in China, I started to learn English when I was in the 5th and 6th grade 15 years ago. Most of the students back then thought English class was like any other class we had to take such as music or art class and even assumed it may even be more fun. In fact, many of us thought this class was an opportunity for us to relax from a high-pressure class such as math and Chinese writing classes. Our English teacher was not very strict about our performance because our course performance did not really impact our ability to graduate to high school. At the time, we did understand that knowing a bit of English was important for our future careers but that was a bit far off in the future for us to make it a high priority. By the time I was a senior in high school and was preparing for college, I finally realized the importance of learning English because I had to earn a high English score to get into the top universities that were extremely competitive. I regret not taking English seriously in middle school and wasting my past eight years not doing anything to improve my English skills. After studying extremely hard and passing the exams, I was admitted to my university and I had no reason to use my English anymore, so I forgot much of what I learned in the past easily. Later when I got my chance to become an international student to attend university in the United States, my ambition to better learn English once more came back out as I knew it was extremely helpful for me to adapt into the new environment. As an ESL international student, I naturally found the research topic about extrinsic motivation
very important for learners in the process of learning English like myself. In fact, most people especially those from countries where English is not compulsory recommended students to commence learning English as early as when they are in kindergarten. In our increasingly more globalized world, more schools, teachers, and parents have noticed that learning English is very important and therefore creating a learning environment that embraces international students. As a result, a new generation from all over the world speaks better English than before!
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