The Relationship between Motivation and Success in English Language Learning: A Review of Current Research

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Keywords:	*Abstract*
Motivation, English language learning, Intrinsic and extrinsic motivation, Theoretical frameworks, Educational strategies	*This paper reviews current research on the relationship between motivation and success in English language learning, emphasizing the critical role of intrinsic and extrinsic motivation. Theoretical frameworks such as Gardner's Socio-Educational Model and Deci and Ryan's Self-Determination Theory are explored, along with Dörnyei's L2 Motivational Self System, to understand how motivation influences language learning outcomes. The paper highlights the importance of individual differences, social contexts, and educational environments in shaping motivation. It also discusses the implications for teachers in creating a supportive and engaging learning atmosphere and using technology to enhance motivation. Future research directions are suggested, focusing on the dynamic interplay of motivational factors, technological integration, and cultural contexts to provide a more comprehensive understanding of motivation in language learning. By addressing these aspects, the paper aims to inform and improve educational practices, ultimately supporting successful language learning experiences.*

1. Introduction

Motivation is a central component in the field of second language acquisition (SLA), influencing learners' engagement, persistence, and overall success. In the context of English language learning, motivation determines not only the extent to which learners invest in the learning process but also their ability to overcome challenges and achieve proficiency (Dörnyei & Ushioda, 2021; Gardner, 2010). Understanding the dynamics of motivation can help teachers design more effective instructional strategies and supportive learning environments.

Recent studies have shown that motivated learners are more likely to employ effective learning strategies, maintain higher levels of engagement, and demonstrate resilience in the face of difficulties (Gregersen & Mercer, 2022; Ushioda, 2017). Motivation is influenced by a complex interplay of intrinsic and extrinsic factors, which can vary significantly among individuals and across different educational contexts (Lamb, 2017; Ryan & Deci, 2017).

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The theoretical frameworks developed over the past few decades, such as Gardner's Socio-Educational Model and Dörnyei's L2 Motivational Self System, provide valuable insights into the multifaceted nature of motivation in language learning (Dörnyei, 2009; Gardner, 2010). These models highlight the importance of both personal aspirations and social influences in shaping learners' motivation and, consequently, their success in language acquisition.

Given the critical role of motivation in language learning, this review aims to synthesize current research on the relationship between motivation and success in English language learning. By examining various types of motivation, influential factors, and theoretical frameworks, this paper seeks to provide a comprehensive understanding of how motivation drives language learning outcomes. The review also identifies practical implications for teachers and proposes directions for future research to further explore this vital area.

2. Methodology

2.1 Search Strategy

A comprehensive literature search was conducted across multiple electronic databases, including ERIC, PsycINFO, Scopus, and Google Scholar. The search covered studies published from January 2000 to January 2025, ensuring inclusion of both foundational and recent research on motivation and success in English language learning.

2.2 Keywords and Search Terms

To conduct a comprehensive literature search, a range of keywords and search terms were employed individually and in combination using Boolean operators. These included: "motivation in language learning," "English language acquisition," "intrinsic and extrinsic motivation in ESL," "language learning success," "second language motivation theories," "L2 motivational self-system," "Gardner socio-educational model," and "Self-Determination Theory in SLA." These terms were selected to ensure coverage of various theoretical frameworks and perspectives related to motivation in second language acquisition.

2.3 Inclusion and Exclusion Criteria

The studies selected for this review met specific inclusion criteria to ensure relevance and quality. Included studies were peer-reviewed articles published in English between 2000 and 2025, focused on English language learners (ELLs) in either ESL or EFL contexts, explored the relationship between motivation and language learning success, and offered theoretical or empirical analysis of motivation. Studies were excluded if they focused on general education motivation without a language learning context, were not available in full text, or failed to discuss outcomes or implications related to English language proficiency.

2.4 Study Selection and Screening

Titles and abstracts of 242 records identified through database searches (ERIC, PsycINFO, Scopus, and Google Scholar) were initially screened for relevance. After removing 40 duplicate records, 202 titles and abstracts were reviewed. Full texts of 192 potentially relevant studies were then assessed for eligibility based on the predefined inclusion and exclusion criteria. Following full-text review, 20 studies were excluded due to limited relevance to English language learning motivation or insufficient analytical focus. In addition, reference lists of eligible studies were manually examined, resulting in the inclusion of eight additional articles through backward snowballing. Overall, 178 peer-reviewed articles were included in the final narrative synthesis. Table A summarizes the study selection process and data sources.

Table A: Study Selection and Sources of Included Articles

Selection Stage / Source	Number of Articles
Records identified through database searching	242
Google Scholar	146
Scopus	58
ERIC	28
PsycINFO	10
Duplicate records removed	40
Titles and abstracts screened	202
Full-text articles assessed for eligibility	192
Full-text articles excluded (out of scope / insufficient focus)	20
Articles identified through backward snowballing	8
Final articles included in the review	178

2.5 Data Extraction and Synthesis

Data extraction was conducted through a structured reading of each selected source. For every article, relevant information was identified and recorded, including the theoretical framework, type of motivation addressed (intrinsic and/or extrinsic), learner context, and reported learning outcomes. To ensure consistency, the same set of analytic categories was applied across all sources during extraction.

Following extraction, the identified information was compared across studies and organized into recurrent patterns. The data were then synthesized narratively by grouping studies under broader thematic categories, including motivational theories, educational implications, and learner-related differences. This thematic synthesis enabled the integration of findings from diverse study designs while preserving the conceptual focus of the review.

2.6 Quality Assessment

As this study adopted a narrative review design, formal risk of bias assessment tools (e.g., Cochrane Risk of Bias, ROBINS-I) were not applied. Instead, the included studies were evaluated using qualitative judgment criteria, focusing on the clarity of research questions, appropriateness of methodological approaches, transparency of data analysis, and relevance to the central themes of motivation and English language learning. This approach ensured that the reviewed literature met acceptable scholarly standards while remaining consistent with the aims of a narrative integrative review.

3. Types of Motivation in Language Learning

This section provides an overview of the major types of motivation discussed in second and foreign language learning research. It begins by outlining the broad distinction between intrinsic and extrinsic motivation, which forms the conceptual foundation for understanding learner engagement and achievement. The section then examines each type in turn, highlighting their defining characteristics, theoretical grounding, and implications for English language learning, with reference to relevant empirical studies.

Motivation in language learning is generally categorized into two types: intrinsic and extrinsic motivation.

3.1 Intrinsic Motivation

Intrinsic motivation refers to engaging in an activity for its inherent satisfaction rather than for some separable consequence. In the context of English language learning, learners who are intrinsically motivated engage with the language because they find the process enjoyable and fulfilling. This type of motivation is linked to a deep interest in the language itself and a desire for personal growth and competence (Ryan & Deci, 2000).

Research indicates that intrinsically motivated learners are more likely to adopt deep learning strategies, leading to better long-term retention and proficiency in

the language (Noels, 2001). For instance, a study by Ushioda (2013) found that students who had a strong intrinsic motivation to learn English showed higher levels of language proficiency and greater overall satisfaction with their learning experience. These learners often engage in activities such as reading, writing, and speaking in English outside of the classroom, which further enhances their language skills.

Intrinsic motivation is closely related to the concept of autonomy. According to Deci and Ryan's Self-Determination Theory, when learners feel a sense of autonomy, they are more likely to be intrinsically motivated (Ryan & Deci, 2000). This means that learners who perceive themselves as having control over their language learning process, such as choosing their learning activities or setting personal goals, tend to be more motivated and perform better.

Moreover, the role of the learning environment cannot be understated. A supportive and enriching learning environment that offers meaningful and engaging activities can significantly boost intrinsic motivation (Reeve, 2002). Teachers play a crucial role in this regard by providing opportunities for autonomy, competence, and relatedness, which are the three basic psychological needs identified by Self-Determination Theory. For example, a study by Dornyeiand Ushioda's, (2001) highlights that teaching practices that incorporate student interests and promote self-directed learning can enhance intrinsic motivation among language learners.

Additionally, intrinsic motivation is often sustained by positive feedback and a sense of achievement. When learners experience success and receive constructive feedback, their intrinsic motivation is reinforced, encouraging them to continue their efforts and strive for higher levels of language proficiency (Vallerand, 1997).

In summary, intrinsic motivation plays a pivotal role in the success of English language learners. By creating a sense of autonomy, providing a supportive learning environment, and offering positive reinforcement, teachers can enhance students' intrinsic motivation, leading to more effective and enjoyable language learning experiences.

3.2 Extrinsic Motivation

Extrinsic motivation refers to engaging in an activity to achieve an external goal or to avoid negative consequences. In English language learning, extrinsic motivation can arise from various external factors such as the desire for better career opportunities, higher academic grades, or social recognition. Unlike intrinsic motivation, which is driven by internal satisfaction, extrinsic motivation is influenced by external rewards and pressures (Deci & Ryan, 2000). This distinction highlights the fundamentally contextual nature of extrinsic motivation and its close connection to educational systems and social structures.

Research suggests that extrinsic motivation can be a powerful driver of language learning, particularly when learners perceive tangible benefits from their efforts. For instance, Gardner's (1985) socio-educational model of second language acquisition highlights instrumental motivation, a type of extrinsic motivation where learners study a language for practical purposes such as job advancement or educational requirements. This model underscores the significant role of external goals in motivating learners to achieve proficiency in a second language.

Studies have shown that extrinsic motivation can lead to high levels of effort and achievement in language learning. For example, a study by Wang & Littlewood's (2021) found that students motivated by extrinsic factors, such as obtaining good grades or fulfilling graduation requirements, often exhibit strong commitment to their studies and achieve notable academic success. However, the quality and sustainability of this motivation can vary depending on the nature of the external rewards and the learners' perceptions of their relevance and attainability.

Extrinsic motivation is also influenced by social and cultural contexts. In many cultures, learning English is associated with social mobility and economic advancement. The pressure to conform to societal expectations or to compete in a globalized job market can significantly drive learners to acquire English proficiency (Lamb, 2007). This external pressure can be a double-edged sword, as it can lead to high levels of anxiety and stress if the goals are perceived as unattainable or if the learning process is not enjoyable (Noels *et al.,* 2000). This dual influence underscores the need to view extrinsic motivation as both a motivating force and a potential source of psychological tension.

Moreover, educational institutions and policies play a crucial role in shaping extrinsic motivation. The use of grades, awards, and certifications as incentives can motivate students to engage in language learning. However, over-reliance on these external rewards can undermine intrinsic motivation and lead to a surface approach to learning, where students focus on rote memorization rather than developing a deep understanding of the language (Deci *et al.,* 2001). This highlights the importance of designing assessment practices that support meaningful learning rather than narrow outcome-based performance.

Effective educational practices can harness the benefits of extrinsic motivation while mitigating its potential drawbacks. For example, integrating real-world applications of language learning, such as project-based learning or service-learning opportunities, can make extrinsic goals more meaningful and relevant to students. Additionally, providing clear and attainable goals, along with constructive feedback, can help maintain students' motivation and support their language learning journey (Ushioda, 2008). Thus, extrinsic motivation can function most productively when it is integrated with pedagogical strategies that foster learner agency and purpose.

In conclusion, extrinsic motivation plays a significant role in English language learning by driving learners to achieve externally set goals. While it can lead to high levels of effort and achievement, it is essential for teachers to balance extrinsic incentives with strategies that also promote intrinsic motivation to ensure a holistic and sustainable approach to language learning.

4. Theoretical Frameworks

Several theoretical frameworks have been developed to understand the role of motivation in language learning.

4.1 Gardner's Socio-Educational Model

Gardner's Socio-Educational Model of second language acquisition is a seminal framework that emphasizes the critical role of social and cultural factors in the language learning process. Developed by Robert C. Gardner, the model focuses on two main types of motivation: integrative and instrumental (Gardner, 1985). Integrative motivation refers to a learner's desire to learn a language to integrate into the target language community, which includes an interest in the culture and a willingness to become part of the community. In contrast, instrumental motivation is driven by practical benefits such as career advancement, academic success, or other tangible rewards. Gardner's model underscores that while both types of motivation are important, integrative motivation often leads to more profound and long-lasting engagement in language learning.

Central to Gardner's Socio-Educational Model is the Attitudes and Motivation Test Battery (AMTB), a tool designed to measure various aspects of learners' motivation and attitudes towards language learning (Gardner, 2004). The AMTB assesses components such as integrative and instrumental orientations, attitudes towards the learning situation, and language anxiety. Research using the AMTB has consistently demonstrated that learners with high levels of integrative motivation are more likely to engage deeply with the language, use more effective learning strategies, and achieve higher proficiency levels (Masgoret & Gardner, 2003). This deep engagement stems from their genuine interest and emotional connection to the language and its speakers, which fosters sustained effort and resilience in the face of challenges.

The socio-cultural context significantly influences the types and levels of motivation that language learners exhibit. According to Gardner, societal attitudes towards the target language and its speakers play a crucial role in shaping learners' motivations (Gardner, 2001). Positive societal attitudes and cultural openness can enhance integrative motivation by making learners feel more welcomed and accepted. Conversely, negative attitudes or cultural barriers can hinder motivation and create psychological distance, making the learning process more challenging. Educational practices that promote cultural understanding, positive social interactions, and a supportive learning environment can thus enhance both integrative and instrumental motivations. By acknowledging and leveraging these

socio-cultural dynamics, teachers can create more effective and motivating language learning experiences.

4.2 Deci and Ryan's Self-Determination Theory

Deci and Ryan's Self-Determination Theory (SDT) provides a robust framework for understanding motivation in educational settings, emphasizing the significance of intrinsic and extrinsic motivations. At its core, SDT identifies three fundamental psychological needs: autonomy, competence, and relatedness, which are crucial for creating motivation and psychological well-being (Deci & Ryan, 2000). Autonomy refers to the feeling of being in control of one's actions and decisions. Competence involves the sense of effectiveness and mastery in activities, while relatedness is the need to feel connected and significant to others. When these needs are met, individuals are more likely to exhibit high levels of intrinsic motivation, characterized by engaging in activities for their inherent satisfaction and interest.

In the context of language learning, SDT differentiates between autonomous and controlled motivations. Autonomous motivation includes both intrinsic motivation and identified regulation, where learners recognize the personal importance and value of language learning (Noels *et al.,* 2000). For instance, a student might learn English because they enjoy the process or see it as essential for their personal goals. On the other hand, controlled motivation encompasses external regulation and introjected regulation. External regulation is driven by external rewards or pressures, such as studying English solely to pass an exam or to meet parental expectations. Introjected regulation involves internal pressures, such as guilt or the desire to boost self-esteem, driving the learning process. While controlled motivation can lead to short-term compliance and performance, it is often less effective in promoting long-term engagement and deep learning compared to autonomous motivation.

Educational environments play a crucial role in supporting or undermining these psychological needs and, consequently, students' motivation. An autonomy-supportive environment, where learners are given meaningful choices, opportunities for self-direction, and their perspectives are acknowledged, significantly enhances autonomous motivation (Reeve, 2002). Teachers can foster competence by providing optimal challenges, clear goals, and positive, constructive feedback, thereby helping students build a sense of efficacy. Additionally, relatedness can be nurtured through a supportive classroom atmosphere, encouraging collaborative learning and positive relationships among peers and with teachers. By addressing these needs, teachers can create a learning environment that not only promotes intrinsic motivation but also supports sustained engagement and effective language acquisition. Thus, SDT underscores the importance of a balanced approach that integrates both intrinsic and extrinsic motivational strategies to foster a holistic and enduring language learning experience.

4.3 Dörnyei's L2 Motivational Self System

Dörnyei's L2 Motivational Self System represents a comprehensive and contemporary framework for understanding language learning motivation. Introduced by ZoltánDörnyei in the late 2000s, this model integrates insights from psychological theories of self and identity with language learning motivation (Dörnyei, 2014). It consists of three primary components: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The Ideal L2 Self reflects the learner's aspirations and the kind of language user they wish to become. This self-image serves as a powerful motivator, driving learners to bridge the gap between their current proficiency and their ideal language self. The Ought-to L2 Self, on the other hand, pertains to the attributes one believes they ought to possess to meet expectations and avoid negative outcomes, influenced by external pressures and obligations. The L2 Learning Experience encompasses the immediate learning environment and experiences, including classroom dynamics, teacher-student interactions, and the broader learning context.

The Ideal L2 Self is a crucial component of Dörnyei's model because it taps into the learner's personal identity and future self-guides. When learners have a vivid and attractive vision of themselves as successful language users, they are more likely to put in the effort required to achieve this vision. Research has shown that a strong Ideal L2 Self correlates with increased motivation, greater use of language learning strategies, and higher levels of language proficiency (Dörnyei & Ushioda, 2021). This component aligns with the concept of integrative motivation, as it involves a deep, personal connection to the target language and culture. By visualizing their future selves in real-life contexts where they use the language fluently, learners are driven by an intrinsic desire to realize this future identity.

The Ought-to L2 Self, while also a significant motivator, operates differently. It is influenced by extrinsic factors such as societal expectations, parental pressure, and professional requirements. Although this form of motivation can be effective, it often lacks the depth and personal engagement of the Ideal L2 Self. Learners driven by the Ought-to L2 Self may achieve high levels of proficiency due to external pressures, but they may not develop the same level of intrinsic interest or enjoyment in the language learning process (Taguchi *et al.,* 2009). The L2 Learning Experience, the third component, emphasizes the role of the immediate learning environment. Positive and engaging classroom experiences, supportive teacher behaviors, and practical, meaningful language use in the classroom can enhance motivation significantly. Effective teaching practices and a motivating classroom atmosphere can thus bridge the gap between the Ideal and Ought-to L2 Selves, creating a balanced and sustained motivation for language learning.

5. Factors Influencing Motivation

Several factors influence motivation in English language learning, including individual differences, social context, and educational environment.

5.1 Individual Differences

Individual differences play a crucial role in second language acquisition (SLA), influencing how learners approach, process, and succeed in learning a new language. These differences encompass a range of cognitive, affective, and social factors, each contributing uniquely to the language learning process. Cognitive factors such as intelligence, working memory, and aptitude have been shown to significantly affect language learning outcomes (Skehan, 2018; Wen *et al.,* 2019; Zare & Derakhshan, 2024). For instance, learners with higher working memory capacity tend to perform better in tasks involving complex linguistic structures, as they can retain and manipulate information more effectively (Linck et al., 2014; Manchón *et al.,* 2023). Similarly, language aptitude, which includes phonemic coding ability, grammatical sensitivity, and associative memory, has long been recognized as a strong predictor of SLA success (Schwieter & Wen, 2022). Taken together, these findings suggest that cognitive capacities shape not only the rate but also the depth of language learning.

Affective factors, including motivation, anxiety, and attitudes, are equally important in shaping language learning experiences. Motivation, particularly as conceptualized in frameworks such as Gardner's Socio-Educational Model and Dörnyei's L2 Motivational Self System, drives the effort and persistence required for language learning (Dörnyei & Ryan, 2015; Gardner, 2010). Anxiety, on the other hand, can hinder performance by causing apprehension and nervousness during language use (Horwitz, 2017; MacIntyre, 2017). Learners with lower levels of language anxiety are more likely to participate actively in class and practice speaking, leading to better language outcomes (Horwitz & Young, 1991). Attitudes toward the target language and its speakers also influence motivation and engagement, with positive attitudes facilitating greater investment in learning (Masgoret & Gardner, 2003). This highlights the central role of emotional and attitudinal variables in sustaining long-term engagement with language learning.

Personality traits, such as extroversion and introversion, have been found to impact language learning strategies and success. Extroverted learners are often more willing to take risks and engage in communicative practices, which can enhance their speaking skills (Dewaele & Furnham, 2000). Conversely, introverted learners may excel in tasks requiring reflection and concentration, such as reading and writing (Boerma *et al.,* 2022; Vanparys *et al.,* 2024). Furthermore, individual learner styles and preferences, such as visual, auditory, and kinesthetic modalities, affect how learners best acquire and retain new language information (Oxford, 2016). Understanding these preferences allows teachers to tailor their teaching methods to accommodate diverse learning styles, thereby improving educational outcomes.

Gender differences also contribute to variations in language learning. Research indicates that females often outperform males in language proficiency tests, potentially due to differences in cognitive abilities, learning strategies, and social attitudes (Piske & Young-Scholten, 2008; Sunderland, 2021). Females are

generally found to employ more social and cooperative learning strategies, which can enhance language acquisition (Oxford, 2016). Additionally, socio-cultural factors such as age, ethnicity, and socio-economic background influence language learning opportunities and success. Younger learners typically have an advantage in acquiring native-like pronunciation and fluency, although older learners can leverage cognitive maturity and learning strategies to achieve proficiency (DeKeyser, 2013; Muñoz, 2014). These findings underscore that language learning success is shaped by developmental and social positioning rather than by a single fixed factor.

Social factors, including peer influence, family support, and educational context, further shape language learning experiences. A supportive social environment that encourages language use and provides ample opportunities for practice can significantly enhance language learning (Sato & Ballinger, 2016). Peer interactions in collaborative tasks and group work promote communicative competence and fluency (Storch, 2013). Family involvement, such as encouragement and resources for learning, also positively impacts motivation and success (Dunmore, 2025; Preece, 2016). Additionally, the quality of the educational environment, including teacher effectiveness and curriculum design, plays a crucial role in facilitating or hindering language acquisition (Richards & Rodgers, 2014). Thus, individual differences must be understood within the broader social ecosystems in which learning occurs.

In sum, individual differences are multifaceted and interact in complex ways to influence language learning outcomes. Cognitive abilities, affective factors, personality traits, learning styles, gender, age, and socio-cultural context all contribute uniquely to how learners acquire a second language. Recognizing and accommodating these differences is essential for teachers to develop effective teaching strategies that cater to the diverse needs of language learners. By leveraging the strengths and addressing the challenges associated with individual differences, educators can create more inclusive and effective language learning environments.

5.2 Social Context

The social context in which language learning occurs significantly shapes the acquisition process and outcomes. This context includes the broader socio-cultural environment, community attitudes towards the target language, and the availability of opportunities for meaningful interaction in the language (Duff, 2019; Friedman, 2023). Societal attitudes toward a language can greatly influence motivation and success. For instance, languages perceived as high-status or economically advantageous are often learned more eagerly and effectively than those without such perceived benefits (Hudley & Flores, 2022; Piller, 2016; Rosa & Flores, 2023). Positive societal attitudes can facilitate language acquisition by creating an encouraging environment, while negative attitudes can hinder it by fostering anxiety or resistance (Sato & Ballinger, 2016; Sippel, 2024). This demonstrates

that language learning is deeply embedded in social value systems rather than being a purely individual endeavor.

The role of the family and home environment is another crucial aspect of the social context (Hossain, 2025). Family support and encouragement can enhance a learner's motivation and provide valuable resources for language practice (Preece, 2016). Parents' attitudes toward the language and their own language proficiency can also impact their children's language learning. Research indicates that children from bilingual households often show greater linguistic flexibility and a higher propensity for learning additional languages (De Houwer, 2021). Moreover, parental involvement in educational activities, such as reading in the target language or engaging in conversations, significantly boosts language proficiency (Kohnert *et al.,* 2020; Paradis, Genesee, & Crago, 2010). Such findings emphasize the importance of family support as a foundation for sustained language learning.

Peer interactions and the educational setting play pivotal roles in the social context of language learning. Collaborative learning and peer-assisted activities have been shown to enhance language acquisition by providing learners with opportunities for meaningful communication and feedback (Philp, Adams, & Iwashita, 2013). Classrooms that promote interaction and social engagement help learners practice language in authentic contexts, thereby improving fluency and comprehension (Sato & Storch, 2022; Storch & Sato, 2020). Additionally, the teacher's role is crucial in creating a supportive and motivating environment. Effective teachers can create a positive classroom atmosphere, adapt to students' social and cultural backgrounds, and encourage active participation (Hossain, 2024). These social dynamics highlight the classroom as a key site where language competence is actively negotiated and constructed.

Community and societal factors, such as access to language resources and media, also influence language learning. In communities where the target language is prevalent, learners have more opportunities to engage with the language outside formal educational settings (Kanno & Cromley, 2013). Access to media in the target language, such as books, television, and the internet, provides additional exposure and practice opportunities, which are essential for language development (Piske & Young-Scholten, 2008). Furthermore, participation in cultural activities related to the language, such as festivals, clubs, or language exchange programs, can enhance cultural competence and motivation, making the learning process more engaging and effective (Duff, 2019). Such informal learning spaces complement classroom instruction and enrich the overall learning experience.

In multicultural and multilingual societies, the interplay between different languages and cultures can create both opportunities and challenges for language learners. Multilingual settings can promote cross-cultural understanding and multilingualism, but they can also lead to identity conflicts and language competition (Blackledge & Creese, 2017; Creese & Blackledge, 2022; Yang, 2025). Learners must deal with these dynamics, balancing their native language and culture with the target language and culture. Successful integration into a

multilingual society often depends on learners' ability to manage these complex social and cultural relationships (García & Wei, 2014; Wei & García, 2022). Educational policies that support bilingualism and multicultural education can play a significant role in creating a positive and inclusive learning environment (Cenoz & Gorter, 2015; Hossain *et al.,* 2025). Successfully managing these dynamics is essential for positive language learning outcomes in diverse societies.

In summary, the social context encompasses a wide range of factors that collectively influence language learning. Societal attitudes, family dynamics, peer interactions, educational settings, and community resources all contribute to shaping learners' experiences and outcomes. By understanding and leveraging these social dimensions, teachers can create more effective and supportive environments for language learning, ultimately enhancing learners' motivation, engagement, and proficiency.

5.3 Educational Environment

The educational environment plays a pivotal role in shaping language learning outcomes, encompassing factors such as teaching methods, classroom dynamics, curriculum design, and institutional support. Effective teaching methods are central to fostering language acquisition, and research highlights the importance of interactive and communicative approaches over traditional grammar-translation methods (Richards & Rodgers, 2014). Techniques that promote active student engagement, such as task-based learning and cooperative learning, have been shown to enhance language proficiency by providing opportunities for meaningful communication and real-life language use (Ellis, 2017; Tajeddin & Mansouri, 2024; Wagner *et al.,* 2024). Additionally, technology-enhanced learning environments, which integrate multimedia tools and digital platforms, offer innovative ways to support language learning, making it more accessible and engaging (Pawlak & Kruk, 2022; Sadeghi, 2024; Stockwell & Ito, 2022). Collectively, these instructional approaches demonstrate that active, learner-centered pedagogy is fundamental to effective language learning.

Classroom dynamics, including teacher-student relationships and peer interactions, significantly influence the language learning process. Positive relationships between teachers and students create a supportive and motivating atmosphere that encourages risk-taking and active participation (Hattie, 2008). Teachers who display enthusiasm, empathy, and responsiveness can create a sense of belonging and confidence among students, thereby enhancing their willingness to communicate in the target language (Mercer & Dörnyei, 2020). Moreover, peer interactions through group work and collaborative projects promote language use in social contexts, which is crucial for developing communicative competence and fluency (Philp, Adams, & Iwashita, 2013; Shaddad & Jember, 2024; Zhang, 2024). Structured peer feedback and cooperative learning strategies also help learners develop critical thinking and self-regulation skills (Branden, 2006; Xuyen & Trang, 2021). These findings underscore the classroom as a socially constructed

space where language competence develops through interaction and mutual support.

Curriculum design and instructional materials are vital components of the educational environment that impact language learning. A well-designed curriculum that aligns with learners' needs, interests, and proficiency levels can motivate students and enhance their learning outcomes (Kaluge & Usmi, 2024; Macalister & Nation, 2019; Pham *et al.,* 2024). Incorporating authentic materials and culturally relevant content can make the learning experience more meaningful and engaging (Gilmore, 2007; Hossain, 2024; Mirzaeva & Husenova, 2025; Yusupalieva, 2024). Additionally, curricula that integrate language skills development with content-based instruction, such as Content and Language Integrated Learning (CLIL), have been shown to improve both language proficiency and subject matter knowledge (Castellano-Risco, 2024; Coyle, Hood, & Marsh, 2010; Pimentel-Velázquez, 2025). Regular assessment and feedback, tailored to individual learner progress, are also essential for guiding instruction and supporting learner development (Brown & Abeywickrama, 2018; Hossain *et al.,* 2024; Johnson, 2024; Nabilah *et al.,* 2025). This highlights the curriculum as a dynamic tool that mediates between pedagogical goals and learner development.

Institutional support, including professional development for teachers and resources for students, is critical in creating an effective educational environment (Hossain, 2024). Ongoing professional development helps teachers stay updated with the latest research and pedagogical practices, enabling them to implement innovative and effective teaching strategies (AbdAlgane & Elmahdi, 2024; Borg, 2015; Li, 2025; Tajeddin & Norouzi, 2024). Schools and institutions that provide adequate resources, such as language labs, libraries, and digital tools, create a rich learning environment that supports language practice and exploration (Chapelle & Sauro, 2017; Kaewphanngam & Para, 2024). Furthermore, institutional policies that promote inclusivity and multiculturalism can enhance the learning experience for students from diverse linguistic and cultural backgrounds (Ahmed & Hossain, 2024; Cummins, 2000; García & Wei, 2014; Hossain *et al.,* 2023; Li, 2024). By creating an inclusive environment, institutions can help learners feel valued and respected, which positively impacts their motivation and engagement.

In conclusion, the educational environment encompasses a broad range of factors that collectively influence language learning outcomes. Effective teaching methods, positive classroom dynamics, well-designed curricula, and robust institutional support all contribute to creating a conducive learning environment. By understanding and optimizing these elements, teachers and institutions can enhance the quality of language education, leading to better learner engagement, motivation, and proficiency. Continuous research and innovation in educational practices are essential to meet the evolving needs of language learners in an increasingly globalized world.

6. Impact of Motivation on Learning Outcomes

Motivation profoundly affects various aspects of language learning, including proficiency, engagement, and persistence.

6.1 Language Proficiency

Language proficiency, encompassing the ability to use a language effectively and accurately, is a multifaceted construct that involves various linguistic skills. These skills include speaking, listening, reading, and writing, as well as the underlying grammatical, lexical, and phonological knowledge (Hulstijn, 2015). The development of language proficiency is influenced by numerous factors, including the learner's age, cognitive abilities, motivation, and exposure to the target language. Proficiency is often measured using standardized tests that assess these different dimensions, providing a comprehensive picture of a learner's abilities (Bachman & Adrian, 2022; Falzon & Xerri, 2025; Hong, 2025). Understanding the components and measurement of language proficiency is crucial for educators and researchers in order to design effective instructional strategies and assess progress accurately.

The acquisition of language proficiency is a gradual process that varies significantly among individuals. Studies have shown that intensive and extensive exposure to the target language is essential for developing high levels of proficiency (Lightbown & Spada, 2013; Qiao, 2024; Szulc-Kurpaska *et al.,* 2025). Immersion programs, where learners are surrounded by the target language in naturalistic settings, have proven particularly effective in enhancing language proficiency (Genesee, 2008; Sepioł, 2025). Additionally, deliberate practice and the use of language learning strategies, such as mnemonic devices and structured practice routines, can significantly boost proficiency levels (Oxford, 2016; Panahi *et al.,* 2024; Przybył & Długosz, 2024). The role of feedback, both immediate and delayed, is also critical in helping learners refine their linguistic skills and correct errors (Ellis, 2015). Motivation plays a key role in sustaining learners' willingness to seek exposure, engage in deliberate practice, and respond constructively to feedback over time.

Technological advancements have opened new avenues for enhancing language proficiency. Digital tools and online platforms offer diverse resources and interactive opportunities for language practice (Eke & Salawu, 2025; Shannon & Chapelle, 2017). Mobile-assisted language learning (MALL) applications provide learners with flexible and accessible ways to engage with the language outside the classroom (Hou *et al.,* 2024; Stockwell, 2013). Virtual reality (VR) and artificial intelligence (AI) technologies are also being explored for their potential to create immersive language learning environments that simulate real-life communication scenarios (Godwin-Jones, 2016; Shadiev & Liang, 2024; Wu *et al.,* 2025). These technological innovations can complement traditional language instruction and provide learners with additional means to achieve higher proficiency levels.

The social context in which language learning occurs also significantly impacts proficiency development. Learners who engage in meaningful interactions with native speakers and participate in authentic communicative activities tend to develop stronger language skills (Al-Makhmari, 2024; Bllaca & Dalton-Puffer, 2024; Swain, 2000; Zalbidea & Toth, 2024). Sociocultural theory emphasizes the importance of social interaction and cultural immersion in the language learning process (Grazzi, 2024; Lantolf & Thorne, 2006; Panhwar *et al.,* 2025; Xu & Qin, 2024). Study abroad programs, which combine formal instruction with cultural immersion, have been shown to result in substantial gains in language proficiency (Budzińska, 2024; Kinginger, 2013; McDowell *et al.,* 2025). However, the benefits of such programs depend on the learner's active engagement and willingness to participate in the target language community (Allen, 2010). This highlights motivation as a decisive factor that determines whether social and immersive contexts translate into tangible proficiency gains.

Assessment of language proficiency is a complex and evolving field. Traditional standardized tests, such as the TOEFL and IELTS, provide reliable measures of language proficiency but may not capture all aspects of communicative competence (Fulcher, 2013). Alternative assessment methods, including performance-based assessments and portfolio assessments, offer a more comprehensive evaluation of a learner's abilities by incorporating real-world tasks and self-reflection (Brindley, 1998; Jahan *et al.,* 2024; Yen *et al.,* 2024). Moreover, advancements in computer-adaptive testing (CAT) have improved the efficiency and accuracy of proficiency assessments by tailoring the difficulty of test items to the learner's ability level (Hlosta *et al.,* 2024; Zumbo *et al.,* 2023). These innovations in assessment practices aim to provide a more nuanced and holistic understanding of language proficiency.

In conclusion, language proficiency is a dynamic and multifaceted construct influenced by cognitive, social, and contextual factors. Achieving high levels of proficiency requires sustained exposure, deliberate practice, and effective use of learning strategies. Technological advancements and immersive experiences can significantly enhance proficiency development, while diverse assessment methods provide a comprehensive evaluation of learners' abilities. Understanding the complexities of language proficiency and employing a multifaceted approach to instruction and assessment can help educators better support learners in their journey towards language mastery.

6.2 Engagement and Participation

Engagement and participation are critical factors in successful language learning, deeply influencing learners' motivation and outcomes. Engagement refers to the level of interest, enthusiasm, and effort that learners invest in the learning process, which can be behavioral, emotional, and cognitive (Fredricks, Blumenfeld, & Paris, 2004; Hasdina *et al.,* 2024; Laranjeira & Teixeira, 2024; Prananto *et al.,* 2025; Wang, 2025). High levels of engagement are associated with better academic performance, greater retention of knowledge, and more effective

language acquisition (Baines *et al.,* 2025; Loyola-Carrillo *et al.,* 2025; Mendoza *et al.,* 2025; Rickert *et al.,* 2024; Skinner *et al.,* 2009). Participation, on the other hand, involves active involvement in classroom activities, discussions, and other interactive elements of the learning environment (Ahmed & Hossain, 2023; Majchrzak, 2024; McKinney & Norton, 2025; Norton, 2013). Both engagement and participation are essential for creating a dynamic and effective language learning experience, as they facilitate meaningful communication and deeper processing of the target language.

Learner engagement is influenced by several factors, including the quality of instruction, the relevance of the learning materials, and the classroom environment. Effective teaching practices, such as providing clear instructions, offering constructive feedback, and fostering a supportive classroom atmosphere, can significantly enhance student engagement (Hattie, 2008). Moreover, incorporating authentic and culturally relevant materials into the curriculum can make learning more meaningful and relatable, thereby increasing student interest and motivation (Gilmore, 2007). Teachers who create a positive and inclusive classroom environment where students feel safe to express themselves and take risks are more likely to see higher levels of engagement and participation (Dörnyei & Ushioda, 2021). Additionally, the use of interactive and collaborative learning activities, such as group projects and peer discussions, can further stimulate engagement by promoting active involvement and social interaction (Johnson & Johnson, 1989). These findings indicate that engagement is not an individual trait alone but is strongly shaped by instructional design and classroom culture.

Technological advancements have also played a significant role in enhancing engagement and participation in language learning. Digital tools, such as language learning apps, online platforms, and multimedia resources, provide diverse and interactive opportunities for learners to practice and apply their language skills (Shannon & Chapelle, 2017). For example, the use of gamified learning platforms, which incorporate game-like elements such as points, badges, and leaderboards, has been shown to increase learner motivation and engagement (Reinhardt, 2018). Furthermore, technology can facilitate personalized learning experiences by allowing learners to progress at their own pace and access resources that cater to their individual needs and preferences (Stockwell, 2013). Virtual and augmented reality technologies are also being explored for their potential to create immersive language learning environments that simulate real-world contexts and enhance experiential learning (Godwin-Jones, 2016). However, the motivational impact of technology depends on purposeful integration and learners' willingness to engage meaningfully with these tools.

The role of social interaction and community in promoting engagement and participation cannot be overstated. Language learning is inherently a social process, and opportunities for meaningful interaction with peers, teachers, and native speakers are crucial for developing communicative competence (Vygotsky & Cole, 1978). Collaborative learning activities, such as pair work, group

discussions, and language exchange programs, provide learners with authentic contexts to use the target language and receive feedback (Al-Makhmari, 2024; Swain, 2000). Participation in language clubs, cultural events, and study abroad programs also offers valuable opportunities for immersion and real-life practice, which are essential for achieving higher levels of language proficiency (Kinginger, 2013). Creating a supportive and engaging community of learners can foster a sense of belonging and motivation, further enhancing participation and language learning outcomes (Bicchi, 2024; Leahy *et al.*, 2025; Tummons, 2024; Turner, 2025; Wenger, 1999; Yadav, 2024). This emphasizes that engagement flourishes when learners perceive themselves as active members of a meaningful learning community.

Teacher strategies and classroom management techniques are pivotal in fostering engagement and participation. Teachers who employ diverse instructional strategies and adapt to the varying needs of their students tend to facilitate higher levels of engagement (Abdusadikovich, 2024; Ahmed *et al.,* 2025; Azizbek, 2025; Hashim, 2025; Richards & Rodgers, 2014). Strategies such as differentiated instruction, where tasks are tailored to students' proficiency levels and learning styles, can help maintain interest and motivation (Dhakal, 2025; Mogale, 2025; Tomlinson, 2014). Additionally, classroom management techniques that promote an organized and respectful learning environment are essential for minimizing disruptions and ensuring that all students have the opportunity to participate (Kausar, 2024; Marzano, Marzano, & Pickering, 2003; Ullah, 2025). Teachers who actively involve students in the learning process, encourage questions, and facilitate discussions create a more dynamic and participatory classroom atmosphere (Mercer & Dörnyei, 2020). Thus, teacher agency plays a decisive role in transforming classroom spaces into sites of active and motivated engagement.

In conclusion, engagement and participation are integral to the success of language learning. High levels of engagement, driven by effective teaching practices, relevant materials, and a supportive classroom environment, are associated with better learning outcomes. Technological tools and social interactions further enhance engagement and provide valuable opportunities for practice and immersion. By employing diverse strategies and creating a positive learning community, educators can create an environment that promotes active participation and maximizes language acquisition.

6.3 Persistence and Resilience

Persistence and resilience are essential attributes for successful language learners, enabling them to overcome challenges and continue progressing despite difficulties. Persistence refers to the sustained effort and determination to achieve language learning goals over time (Dörnyei, 2014). It is often influenced by intrinsic motivation, where learners find personal satisfaction and enjoyment in the learning process (Ryan & Deci, 2000). Resilience, on the other hand, is the capacity to recover from setbacks, adapt to changing circumstances, and maintain

a positive outlook in the face of obstacles (Dörnyei & Ushioda, 2021). Together, these attributes help learners deal with the complexities of language acquisition, persist through challenging tasks, and ultimately achieve higher levels of proficiency.

The development of persistence and resilience in language learners is influenced by various factors, including individual characteristics, learning environment, and social support. Individual factors such as self-efficacy, which is the belief in one's ability to succeed, play a crucial role in fostering persistence and resilience (Bandura, 1997; Illahi *et al.,* 2024; Zhao *et al.,* 2025). Learners with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and recover from setbacks (Alzukari, 2024; Chen & Sukying, 2024; Nomin *et al.*, 2025; Zimmerman, 2000). Additionally, goal-setting and self-regulation strategies can enhance persistence by helping learners plan, monitor, and evaluate their progress (Schunk & Zimmerman, 2012). The learning environment, including supportive teachers and peers, also contributes to the development of these attributes by providing encouragement, feedback, and opportunities for collaborative learning (Mercer, 2011; Rubio-Alcalá & Cano-Jiménez, 2024; Yoshida, 2024). This suggests that persistence and resilience emerge through the interaction of personal beliefs and supportive learning environments.

Technological tools and digital platforms can support the development of persistence and resilience in language learners by providing personalized and adaptive learning experiences. Online resources such as language learning apps and interactive platforms offer learners the flexibility to practice at their own pace, receive immediate feedback, and track their progress (Godwin-Jones, 2023). These tools often incorporate elements of gamification, which can enhance motivation and persistence by making the learning process more engaging and enjoyable (Reinhardt, 2018). Additionally, online communities and social networks provide opportunities for learners to connect with peers, share experiences, and receive support, which can bolster resilience and encourage continued effort (Aljohani, 2024; Cao *et al.,* 2024; Lai & Li, 2011). By using technology, teachers can create a more dynamic and supportive learning environment that fosters persistence and resilience.

The role of cultural and social factors in shaping persistence and resilience cannot be overlooked. Language learners who are immersed in supportive cultural contexts and have access to rich linguistic resources are more likely to develop these attributes (Ushioda, 2008). Study abroad programs, for example, provide immersive experiences that challenge learners to adapt to new environments, use the target language in real-life situations, and develop resilience through cultural adjustment (Kinginger, 2013). Additionally, family and community support can significantly impact learners' persistence and resilience by providing encouragement, resources, and a sense of belonging (Norton, 2013).

Understanding the interplay of cultural and social factors is crucial for creating supportive learning environments that promote these essential attributes.

In conclusion, persistence and resilience are critical for successful language learning, enabling learners to sustain effort and overcome challenges. These attributes are influenced by individual factors such as self-efficacy, learning strategies, and goal-setting, as well as the learning environment and social support. Technological tools and digital platforms offer valuable resources for fostering persistence and resilience, while cultural and social contexts play a significant role in shaping these attributes. By understanding and addressing these factors, educators can better support language learners in their journey towards proficiency and long-term success.

7. Implications for Teachers

The relationship between motivation and success in English language learning carries significant implications for teachers, who play a crucial role in shaping students' learning experiences (Hossain, 2025; Hossain, 2025). Understanding the various types of motivation—intrinsic and extrinsic—and their impact on language learning can help teachers tailor their instructional strategies to better meet students' needs (Ryan & Deci, 2000). Teachers should strive to create a learning environment that fosters intrinsic motivation by incorporating engaging, relevant, and meaningful activities that resonate with students' interests and goals (Dornyei & Ushioda, 2001). Additionally, providing opportunities for autonomy and choice in learning tasks can enhance students' intrinsic motivation and encourage a deeper commitment to language learning (Deci & Ryan, 2013).

To effectively support students' language learning, teachers must also consider the importance of social and cultural factors. Creating a supportive and inclusive classroom environment where students feel valued and respected can significantly enhance their motivation and engagement (Hossain, 2024; Mercer, 2011). Encouraging collaborative learning activities, such as group projects and peer discussions, can promote social interaction and help students develop a sense of community (Johnson & Johnson, 1989). Additionally, incorporating culturally relevant materials and activities can make learning more meaningful and help students see the practical applications of their language skills (Gilmore, 2007). Teachers should also be aware of the diverse backgrounds and experiences of their students and strive to create an inclusive environment that recognizes and celebrates this diversity (Norton, 2013).

Technological tools and digital resources offer valuable opportunities for enhancing language learning motivation and engagement. Teachers can use these tools to provide interactive and personalized learning experiences that cater to individual students' needs and preferences (Shannon & Chapelle, 2017). For example, language learning apps and online platforms can offer adaptive learning paths, immediate feedback, and gamified elements that make learning more engaging and enjoyable (Reinhardt, 2018). Additionally, virtual and augmented

reality technologies can create immersive learning environments that simulate real-world language use and provide authentic contexts for practice (Godwin-Jones, 2016). By integrating technology into their teaching practices, teachers can create a more dynamic and motivating learning experience for their students.

Professional development and ongoing training are essential for teachers to stay informed about the latest research and best practices in language teaching. Engaging in continuous professional learning can help teachers develop new strategies for motivating students and addressing their diverse needs (Richards & Farrell, 2005). Participating in professional learning communities and collaborating with colleagues can also provide valuable opportunities for sharing insights and resources (Wenger, 1999). Furthermore, staying current with research on motivation and language learning can help teachers critically evaluate and implement evidence-based practices in their classrooms (Ushioda, 2017). By committing to professional growth, educators can enhance their effectiveness and better support their students' language learning journeys.

In conclusion, understanding the relationship between motivation and success in language learning has important implications for teachers. By fostering intrinsic motivation, creating supportive and inclusive environments, leveraging technology, and engaging in ongoing professional development, educators can enhance their students' motivation and ultimately improve language learning outcomes. Recognizing and addressing the diverse needs and backgrounds of students is crucial for creating an effective and motivating learning experience. By implementing these strategies, teachers can play a pivotal role in supporting their students' success in English language learning.

8. Future Research Directions

Future research in the field of motivation and success in English language learning should focus on exploring the dynamic interplay between various motivational factors and their impact on different learner populations. While significant strides have been made in understanding intrinsic and extrinsic motivation, more nuanced investigations are needed to examine how these types of motivation interact over time and across diverse educational settings. Longitudinal studies could provide valuable insights into how motivation evolves throughout different stages of language learning and how sustained motivation can be fostered. Additionally, comparative studies across different cultural and socio-economic backgrounds could help identify unique motivational challenges and strategies that are effective in varied contexts.

Another critical area for future research is the integration of technology in language learning and its effects on motivation. Although existing studies have highlighted the benefits of digital tools and gamification, there is a need for more detailed examinations of how specific technologies can be optimally used to enhance motivation. Research should investigate the effectiveness of virtual and augmented reality, artificial intelligence, and personalized learning platforms in

providing adaptive and engaging learning experiences. Moreover, understanding the potential drawbacks and addressing the digital divide that may prevent some learners from accessing these technologies are essential for creating equitable learning opportunities.

The role of teachers and instructional strategies in motivating language learners also warrants further exploration. Future research should delve into the specific teaching practices that most effectively foster motivation and how teacher training programs can incorporate these strategies. Investigating the impact of teacher-student relationships, feedback mechanisms, and classroom management on student motivation could provide practical guidelines for teachers. Additionally, exploring how teachers can cultivate a growth mindset and resilience in students could further enhance their ability to persist and succeed in language learning.

Incorporating a focus on individual differences among learners is another important direction for future research. Studies should aim to identify how factors such as personality traits, learning styles, and cognitive abilities influence motivation and language learning outcomes. Understanding these individual differences can lead to more personalized and effective instructional approaches that cater to the unique needs of each learner. Furthermore, examining how emotional factors, such as anxiety and self-confidence, interplay with motivation can provide deeper insights into the psychological aspects of language learning.

Lastly, the broader social and cultural contexts in which language learning occurs should be a focal point of future research. Investigating the impact of societal attitudes towards English, the role of family and community support, and the influence of media and popular culture can provide a comprehensive understanding of external motivational factors. Additionally, exploring how global mobility and intercultural experiences, such as study abroad programs, affect language learning motivation can offer valuable perspectives on the globalized nature of language education today. By addressing these areas, future research can contribute to a more holistic understanding of motivation in English language learning and inform practices that support learners more effectively.

9. Conclusion

The relationship between motivation and success in English language learning is multifaceted, encompassing a range of intrinsic and extrinsic factors that significantly impact learners' engagement, persistence, and proficiency. Research has consistently shown that motivated learners are more likely to achieve higher levels of language proficiency and exhibit greater resilience in the face of challenges. Theoretical frameworks such as Gardner's Socio-Educational Model and Deci and Ryan's Self-Determination Theory provide valuable insights into the mechanisms through which motivation influences language learning outcomes. Additionally, Dörnyei's L2 Motivational Self System highlights the importance of self-concept and future self-guides in sustaining motivation.

The role of teachers in creating motivation is crucial, as they can create supportive and engaging learning environments that cater to students' diverse needs and backgrounds. By incorporating strategies that promote intrinsic motivation, using technology, and recognizing the importance of social and cultural contexts, educators can enhance students' motivation and facilitate more effective language learning. Furthermore, understanding individual differences among learners allows for more personalized and targeted instructional approaches, leading to improved outcomes.

Future research should continue to explore the dynamic interplay of motivational factors, the integration of technology in language learning, and the influence of social and cultural contexts. Longitudinal studies and comparative research across different learner populations can provide deeper insights into the evolving nature of motivation. By addressing these areas, future research can contribute to a more comprehensive understanding of motivation in language learning and inform practices that support learners more effectively.

In summary, motivation plays a critical role in the success of English language learners. By drawing on current research and theoretical models, teachers can implement strategies that foster motivation and support learners in achieving their language learning goals. Continued exploration and innovation in this field will further enhance our understanding and ability to promote successful language learning experiences.

Conflict of interest

The author declares no potential conflict of interest regarding the publication of this work. In addition, the ethical issues including plagiarism, informed consent, misconduct, data fabrication and, or falsification, double publication and, or submission, and redundancy have been completely witnessed by the authors.

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