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Critical Perspectives on Internal & External Educational Factors in Academic Success: Examining the Experiences of Teachers & Learners



Linguistics Society of Iran

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ABSTRACT

This study examined teachers' and EFL learners' perceptions of the internal and external factors influencing academic success. To achieve this, two scales measuring internal and external factors (IEAS) were developed and validated. The research primarily focused on internal factors like intelligence, self-esteem, introversion, and extraversion, as well as external factors such as intrinsic and extrinsic motivation and socio-cultural status. These factors were selected based on comprehensive frameworks by Dörnyei (2005), Ellis (1994), Horwitz (2000), and Segalowitz (1997). The validated IEAS scales were administered to 35 EFL students and 20 university instructors during their regular courses. The study aimed to identify which internal and external factors most significantly correlate with language acquisition success. The results underscored the importance of incorporating a range of factors, including intelligence, motivation, and socio-cultural status, in understanding the language learning process. Both teachers and learners identified self-esteem and socio-cultural status as particularly crucial for academic success. These findings suggest that fostering self-esteem and acknowledging socio-cultural factors can play a significant role in enhancing academic outcomes in EFL contexts.

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1. Introduction

English has solidified its status as a global lingua franca, exerting a profound influence across various sectors such as business, academia, and international diplomacy (Chen et al., 2023). Its widespread adoption as the primary medium of communication and knowledge acquisition in educational institutions and research centers is a testament to its growing significance (Kitao, 1996). As a result, the ability to acquire proficiency in English has become a crucial skill for individuals worldwide.

However, the process of acquiring a second or foreign language, particularly English, is a complex and multifaceted endeavor. Language learning involves more than just the memorization of vocabulary and grammar; it requires an understanding of cultural nuances, contextual subtleties, and the adoption of new cognitive and behavioral strategies (Barjesteh & Niknezhad, 2020). This complexity is further compounded by the fact that language learners come from diverse backgrounds, each bringing unique experiences, motivations, and challenges to the learning process.

Scholars have long recognized that the ability to learn a new language varies significantly among individuals. While some learners demonstrate a natural aptitude for language acquisition, attributed to traits such as strong determination, diligent effort, and perseverance (Ellis, 2008), others struggle due to factors beyond their control (Shirzad et al., 2022). These disparities in language learning success highlight the need for a deeper understanding of the various factors that influence the process.

Research in second language acquisition (SLA) has identified a wide range of factors that affect language learning, which can be broadly categorized into internal and external factors. Internal factors are intrinsic to the learner and include cognitive and metacognitive attributes such as intelligence, self-esteem, motivation, and learning style (Ellis, 1994; Dörnyei, 2005). For instance, Dörnyei and Ushioda (2021) emphasize the role of motivation, both intrinsic and extrinsic, in shaping a learner's dedication and engagement in language learning activities. Additionally, cognitive abilities such as memory, attention span, and problem-solving skills are crucial for mastering new languages (Gibson, 1979).

External factors, on the other hand, encompass environmental and social influences that impact the learning process. These include the learning environment, exposure to the target language, and socio-cultural context (Brown, 2007). For example, Ellis (2008) underscores the importance of immersive experiences, such as living in a foreign country or interacting with native speakers, in facilitating language acquisition. Furthermore, the learning environment—comprising elements like language course design, teacher expertise, and access to resources—plays a critical role in supporting or hindering language learning (Tang, 2022).

Several frameworks have been proposed to better understand these factors. Williams and Burden (1997) were among the first to categorize factors influencing language learning into internal and external dimensions. They highlighted the importance of intrinsic motivation, self-efficacy, and cognitive abilities as internal factors, while external factors included peer interaction, cultural norms, and educational systems. Brown (2007) expanded on this by distinguishing internal factors as personal characteristics, such as motivation and study habits, and external factors as environmental influences like exposure and instructional quality. Dörnyei (2005) also contributed to this discussion by emphasizing that while some learners possess a natural aptitude for language learning, external factors such as societal expectations and learning environments also significantly affect outcomes.

Despite the extensive body of research on these factors, there remains a gap in the literature regarding the integration of both internal and external perspectives in understanding language acquisition success. Most studies have predominantly focused on quantitative analyses, often from the perspective of learners alone, without fully incorporating the views of educators who play a crucial role in the learning process (Skehan, 1989; Cheng, 2020).

To address this gap, the present study aims to explore the perceptions of both teachers and EFL learners regarding the influence of internal and external factors on academic success. By examining these perspectives, the research seeks to provide a more comprehensive understanding of the factors that contribute to successful language learning. Specifically, this study will address the following research questions:

- RQ1: To what extent do internal factors promote EFL learners' and teachers' academic success?
- RQ2: To what extent do external factors promote EFL learners' and teachers' academic success?

2. Previous Studies

The influence of internal and external factors on second language acquisition (SLA) has been a subject of extensive research over the past several decades. Various scholars have explored the multifaceted nature of these factors, contributing to a more nuanced understanding of how they impact language learning outcomes. This section reviews some of the key studies that have shaped current perspectives on the role of internal and external factors in EFL learning.

Internal Factors in Language Learning

One of the foundational studies in this area is by *Ellis (1994)*, who identified several key internal factors that influence second language learning, including intelligence, aptitude, motivation, and cognitive styles. Ellis's work emphasizes that these internal characteristics are critical in determining the ease and success with which learners acquire a new language.

Similarly, *Dörnyei and Ushioda (2021)* highlighted the importance of motivation as a driving force behind language learning. Their research delves into both intrinsic motivation, which stems from personal interest and enjoyment, and extrinsic motivation, driven by external rewards and societal expectations.

Brown (2007) expanded on these ideas by identifying a broader range of internal factors, such as self-esteem, perception, and personal learning strategies, all of which play significant roles in language acquisition. Brown's work underscores the complexity of internal factors, suggesting that they do not operate in isolation but interact with each other to influence learning outcomes. For instance, learners with higher self-esteem and positive self-perception are more likely to engage deeply with language learning activities, which in turn enhances their language acquisition process.

External Factors in Language Learning

External factors have also been the focus of considerable research, particularly concerning the social and environmental contexts in which language learning occurs. *Williams and Burden (1997)* proposed a comprehensive framework that categorizes these external factors into various dimensions, including social influences such as parental support, peer interaction, and teacher feedback. Their research indicates that these factors significantly affect learners' motivation and engagement with the language learning process.

Ellis (2008) also explored the impact of external factors, particularly the role of exposure to the target language. His research demonstrates that immersive experiences, such as studying abroad or interacting with native speakers, are critical for developing proficiency in a second language. Ellis's work aligns with *Bandura's (2001)* social learning theory, which posits that learning occurs within a social context and is facilitated by observation, imitation, and modeling.

In addition to social influences, the physical learning environment has been shown to play a pivotal role in language acquisition. *Tang (2022)* examined how factors such as class size, access to resources, and the overall learning atmosphere contribute to or hinder language learning. Tang's findings suggest that a supportive and resource-rich environment is essential for fostering language acquisition, while a negative or resource-poor environment can significantly impede progress.

Integrated Approaches to Internal and External Factors

Recent studies have sought to integrate internal and external factors to provide a more holistic understanding of SLA. *Dörnyei (2005)*, for example, proposed a dynamic model that considers the interaction between internal attributes, such as motivation and cognitive abilities, and external influences, like societal expectations and learning conditions. This model emphasizes that language learning success is not solely dependent on individual characteristics but also on how these characteristics interact with the learning environment.

Shirzad et al. (2022) further explored this interaction by examining how both internal and external factors contribute to academic success in EFL learners. Their study found that while internal factors such as self-esteem and motivation are crucial, external factors like socio-cultural status and peer support also play significant roles. This research underscores the importance of considering both types of factors in understanding and enhancing language learning outcomes.

Quantitative vs. Qualitative Approaches

Much of the earlier research in this field relied heavily on quantitative methods, focusing on statistical correlations between various factors and language learning success. However, recent studies have increasingly recognized the limitations of quantitative approaches, particularly in capturing the nuanced experiences of individual learners. *Skehan (1989)* and *Oxford (2017)*, for example, have advocated for the inclusion of qualitative methods, such as interviews and case studies, to gain deeper insights into the personal and contextual factors that influence language acquisition.

These qualitative approaches have revealed that learners' beliefs about their abilities, learning strategies, and the role of external influences are crucial in shaping their language learning experiences. For instance, *Cohen (2010)* and *Kärchner et al. (2021)* found that learners' self-efficacy and epistemic beliefs significantly impact their motivation and engagement in language learning. These findings suggest that addressing both the cognitive and affective dimensions of language learning is essential for fostering success.

To sum up, the body of research reviewed here highlights the complex interplay between internal and external factors in language learning. While internal factors such as motivation, self-esteem, and cognitive abilities are critical, external influences like socio-cultural context, learning environment, and exposure to the target language are equally important. Recent studies that integrate these perspectives provide a more comprehensive understanding of the factors that contribute to successful language acquisition. This study builds on this foundation by exploring the perceptions of both EFL learners and teachers, aiming to further elucidate the roles of these factors in academic success.

3. Research Method

Participants

The population of this study was comprised of 20 university instructors and 35 EFL students from different English language institutes in Mazandaran province. They were both male ($n = 21$) and female ($n = 34$) with the age range of 25-40 years. ($M = 27.06$; $SD = 1.31$) having already 4-8 years of experience in learning and teaching the English language at different English language institutes. More specially, students were BA holder, both male ($n = 16$) and female ($n = 19$). The second group of the subject pool included 20 teachers from different English institution holding MA and PhD degree. They were both male and female with the age range of 25 to 40. Language teachers had the minimum

of four years of teaching experience. The following table presents the demographic information of the subject pool.

Table 1. Demographic information of the EFL Teachers and Learners

Teachers		Students		Age range	Experience	Degree		
Male	Female	Male	Female			BA	MA	PhD
5	15	16	19	25-40	4-8	35	19	1
Total	20	35						55

Data collection Procedure

This study used an expo facto design to probe both teachers' and learners' perception toward the role of internal and external factors in academic success. In so doing, teacher and learners IEAS were developed to collect data from the target subject pool. The study was conducted among Master of Arts students and graduates who were associated with various academic institutions, teaching at diverse language schools in Mazandaran Province. The scales were distributed among a subject pool of 90 participants. After a span of two months, several IEAS were gathered and examined to determine the eligible responses. In order to obtain accurate results, both teachers and learners IEAS were distributed among 90 participants, including 35 teachers and 55 students. This was necessary as some participants might be excluded from the sample due to attrition. After the data collection, all the responses were carefully examined to ensure their accuracy and truthfulness. As a result, a total of 15 teachers' IEAS (42%) and 20 learners' IEAS (36%) were deemed ineligible for analysis due to being incomplete or submitted after the deadline. However, it is worth noting that 20 teachers' IEAS and 34 learners' IEAS met the criteria for a valid response rate of 95%. Following the collection of valid responses, they were subjected to analysis using SPSS software.

Instrumentation

To conduct the present study, two separate questionnaires (i.e., internal and external academic scale, hereafter IEAS) were developed and validated to screen both teachers and learners' perceptions. The IEAS was validated by six professional experts in the field, holding PhD in applied linguistics. They were also piloted as a prerequisite of quantitative instruments among 30 participants prior to the data collection procedure. The IEAS enjoyed the reliability index of .75 which shows the high consistency existing among the items. To ensure the study's objective remains undisclosed, refrain from disclosing

the purpose. In so doing, the items were in an even/odd order in which even items were targeting at the external factors and odd ones targeting at the internal factors.

Learners' IEAS

Learners' IEAS comprised of a combination of internal and external elements that aimed to acquire additional knowledge regarding the topic being explored. Additionally, participants were requested to offer further elucidations for the majority of the items. Learners' IEAS comprised 22 items in 4 sections (I= Demographic information, II= Internal factors; III= external factors, IV= open ended question). The personal information sought learners' demographic information, their choice of English, proficiency level. This section included 13 items (e.g., Do the Iranian social context affects negatively learning English? How do you prefer to learn English? Do you think available books at the level of our university libraries are sufficient for EFL learners?) Section II comprised 3 items measure learners' internal factors (e.g., Do you think highly intelligent students are good learners? How do you evaluate your self-esteem? How do you describe yourself as a learner?). Each item followed by an open-ended question. Section III included 6 items measure learners' external factors (e.g., Do you think the use of authentic materials increase your motivation? What motivates you to learn English?) They were asked to explain or justify for each item. Finally, Section V included one open ended item inquired the learners to suggest other factors are important for learning English.

Teachers' IEAS

Teachers' IEAS was conducted to gather more information about the EFL context. *Teachers' IEAS* included 15 items in four sections. The initial segment is labeled as "personal information" and serves the purpose of gathering basic details about teachers. This section consists of a combination of questions that allow for both open-ended and closed-ended responses. Section II included 5 general information aimed to probe teachers' perception regarding a number of issues such as their focus on teaching style. The third segment included 4 internal factors aiming to provide teachers with a platform to articulate their thoughts and perspectives regarding internal elements (e.g., Do you think that learner's high feeling or self-esteem affect their academic achievement? How do you describe your students in general?). The fourth segment is referred to as the "external factors" section, and its main purpose was to provide teachers with a platform to express their viewpoints and attitudes regarding external factors. In this section, teachers are offered a valuable opportunity to express their personal evaluation and suggestions regarding additional vital factors that contribute to the enhancement and success of the English learning experience.

Data Analysis

The present research adopted an ex post facto design to examine the variables and their clustering and inter-correlations that were anticipated to exist prior to the study. In doing so, the study refrained from any intentional interference and solely aimed to uncover the patterns of interactions among the foreign language learning variables based on the perspectives of the respondents. To compare teachers' and learners' perception on internal and external factors for the academic success, descriptive statistics (frequency and percentage) and the charts were employed. The results are presented in what follow.

4. Results

Analyzing first research question

In order to probe the first research question stating the extent to which internal factors promote EFL learner's' academic success both teachers and students were asked to answer an open-ended questionnaire. The questionnaire aimed to probe learners' internal factors. As a note of caution, the following internal factors were considered for the purpose of this study: intelligence, self-esteem, and introversion/extroversion. It should be noted here that the term "intelligence" used here refers to the Stenberg's' triarchic theory of intelligence (1985), which frees us from convincing of something fixed and statistic. After the participants fill in the questionnaire, data were collected. Table 1 presents the descriptive statistics for the internal factors as far as the teachers and learners' perspectives are concerned.

Table 2. Teachers' and Learners' Perspective on Internal Factors

Internal factors	Teachers		Learners	
	F	P	F	P
Intelligence	7	35%	17	78.5%
Self-esteem	19	95%	23	65.7%
Introversion	4	20%	16	45.7%
Extroversion	12	60%	19	54%

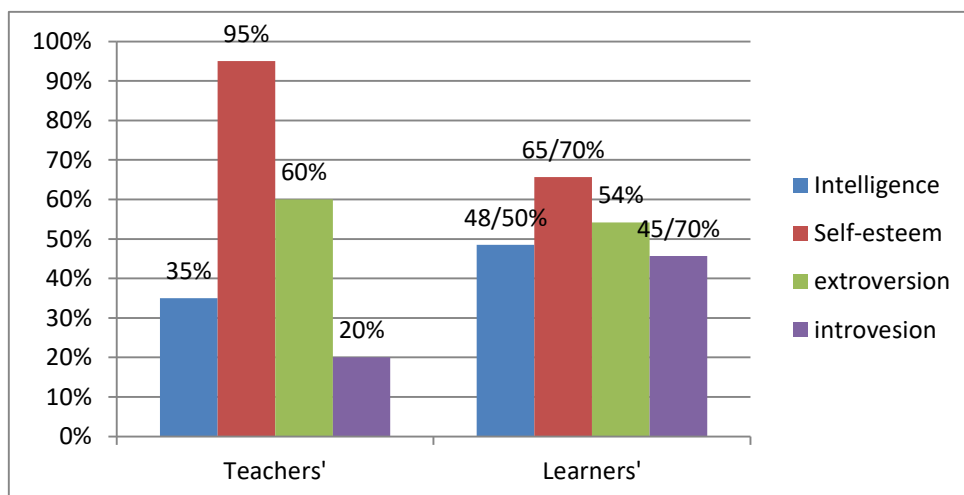
Note: F=Frequency; P= Percentage

As indicated in the table, of the 55 participants, seven (35%) of the teachers and 17 (78.5%) of the students believed that intelligence affect the process of learning and thus leads to success. Teachers maintained that highly intelligent students are successful ones due to the fact that they are prone to grasp teaching points faster. Similarly, learners believe that it can expedite the process of language learning. However, intelligent students are not necessarily better language learners. Nineteen (95%) teachers and 23 (67%) students considered the importance of self -esteem as an internal factor in language learning. They maintained that one's attitude toward oneself would affect the level of ambition and naturally on their academic success. They further noted that learners who benefit from a higher self-esteem are successful ones as they are not afraid of making mistakes. They are also more

enthusiastic about learning and doing something new. Additionally, learners were asked to rank their self-esteem. Sixty-seven (67%) of the participants ranked themselves as medium self-esteem. They regarded themselves to be more socially dominant within relationships. They added that self-esteem helps them to be more open toward discussions and public communication. People with high self-esteem, (31%), focus on growth and improvement, whereas low self-esteem ones, (2.8 %) described themselves as trying not making mistakes in their life, they are relatively passive, they are said to be non-exploratory and inattentive in classroom discussions in particular and in their living lives in general.

Likewise, the two last internal factors, introversion and extroversion, were under investigation. Sixty (60%) percent of the teachers remarked that their students are extroverted. They have also asserted that there exists some introverted one in every class they have, but majority of their students are extroverted as they freely express their ideas, they ask questions while they have problems understanding a point, and that they feel free while presenting over the specified issue. Additionally, learners were asked whether they are amongst the extroverts or introverts. Nineteen (54%) of them advocated extrovert learners as they enjoyed group work and discussion, they learn best while they are in dynamic environments that put them in cooperative situations. They are assertive, risk-takers, problem solvers and said to have little worries in facing difficulties. In order to have a better schematic representation, a comparative analysis of both teacher and learners are presented in figure1 below:

Figure 1. Comparison of Teachers and Learners' Perception on Internal Factors



Analysis of the Second Research Question

In order to probe the second research question stating the extent to which external factors promote EFL learners' academic success both teachers and learners were asked to answer an open-ended questionnaire. The questionnaire aimed to probe external factors. As a note of caution the following

external factors were considered for the purpose of this study: "motivation", and "socio-cultural status". After the participants filled the questionnaire, data were collected. Table 2 presents the descriptive statistics for the external factors as far as teachers and learners' perspective are concerned.

Table3. *Teachers' and Learners' Perspective on External Motivation*

Internal factors	Teachers		Learners	
	F	P	F	P
Intrinsic Motivation	10	50%	11	31.4%
Extrinsic Motivation	10	50%	25	68.5%
Socio-cultural status	18	80%	23	71.4%

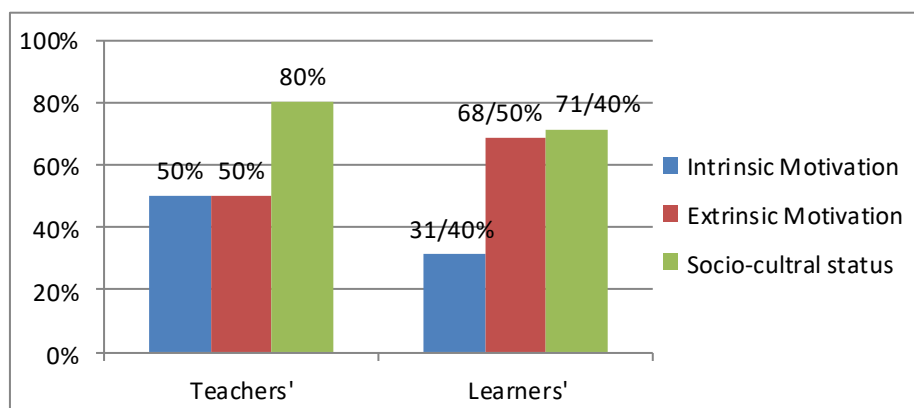
As the table illustrates, 10 (50%) of the teachers said to have intrinsically motivated learners; and 11 (31.4%) of the students believed to be intrinsically motivated. Intrinsically motivated learners are mainly adults who enroll English classes to achieve their set goals. They either want to study abroad or find a better job; therefore, they strive hard to gain their goals. The students of this type, as teachers said, engage in activities for the sake of learning and they like to give themselves an opportunity to learn a language for their personal purposes. Ten (50%) teachers and twenty-five (68.5%) students were reported to be extrinsically motivated as they think of this language as a prestigious one; they learn this language to obtain better job position, to have better income, to work for better companies and in general to have a better position in the society they are living in, they also enjoy positive feedback they receive. Moreover, students' attitude toward motivation were asked through using different questions. First, they were asked what motivates them to learn English. They were provided with two items entitled as "subject interest", "fulfill ambitious". These terms represent two dimensions of motivation, integrative and instrumental motivation. Then, the very same question but with different wording were asked to check if students were mainly motivated integratively or instrumentally. And finally, they were asked the reason of their success in learning English. Nearly 66 percent of the learners learn this language to fulfill their desired ambitions. They set prior goals for their future job or academic success. They are eager and motivated to learn English as a foreign language to achieve their goals and to reach their desired future (instrumental/extrinsic motivation). The rest of the participants believed that the subject of the content is the main reason that motivates them to learn English (Integrative/ intrinsic motivation).

The second question relating to motivation whether integrative or instrumental was "their attitude toward English". They had two options to choose whether they believed that this language is a prestigious one or they learn it for the sake of learning. Considering students' attitude toward English, 68 percent of them believed this is a prestigious language they are acquiring. They learn this language

to obtain better job position, to have better income, to work for better companies and in general to have a better position in the society they are living in (instrumental motivation). Only 31 percent of the learners learn this language because they loved learning foreign languages like English (integrative motivation). Even some percent of the participants who learned this language for the sake of learning it, wanted to promote their job positions or to change their job in future while they mastered this language.

Finally socio-cultural status is the last factor under investigation in this study. The setting might influence L2 acquisition and it has an effect on learners' attitude. The attitude towards the target language, the target language speakers, target language culture, the social value of learning L2, the particular use of the target language and even the attitude towards learners themselves as members of their own culture. Thus, in order to investigate the attitude towards English two different questions addressed teachers and learners. Teachers were asked if their students show openness to this language, learners were asked if the context they are living in affect negatively towards learning English. They are presented in details descriptively in the followings. Twenty- three (71.4%) of the learners were open-minded toward learning English and liked learning this language, as teachers noted. Being open-minded toward a language is basically related to the culture one is living in and has grown up in. Language is not a thing to be studied but a way of seeing, understanding and communicating about a world and each language user uses his or her language to overcome this process. There is a fundamental relationship between language and culture. All the students (100%) believed that Iranians' socio-cultural view point had never been negative toward learning a foreign language in general and English in particular. Reverse, most families and the culture they have grown up in had always been extremely open toward learning a foreign language. In order to have a better schematic representation, a comparative analysis of both teachers and learners are presented in figure 2 below:

Figure 2. *Comparison of Teachers and Learners Perception on External Factors*



Comparison of Teachers and Learners Perception on External Factors

5. Discussion

This study was an attempt to bridge under the scrutiny teachers' and learners' perception towards the role of internal and external factors in academic success. To this aim the first research question examined the extent to which internal factors affect EFL learners' academic success. The purpose of the second research question was to probe the extent to which external factors promote EFL learners' academic success. According to the results of the descriptive study, the conclusion was reached that the importance of variables should not be judged on the basis of their nature but an extreme care must be taken in the balance of the existence of internal and external variables. That is, as learners enter a classroom they are with some internal factors which they may or may not be aware of and as they are situated in their classes, they are faced with some external sources both inside and outside of the class. A teacher, is expected to know all these factors and is expected to provide a situation for learners to become successful in the process of second language learning. Comparing the justifications made by learners and teachers, both descriptively, provide us with the insight that these two groups of academics, with both their internal and external factors they have and are faced with, have almost a close attitude toward these two factors and specifically their sub-factors. Students pointed out that there exists some factors related to the process of learning and these factors significantly affect on their success. They argued that since learning English is of central importance in their future career, therefore they need to be aware of the factors having a role on their success and they need to employ some strategies to overcome this process successfully. In addition, majority of the students are with medium level of self-esteem which is considered as an important effective element in the process of educational achievement and it could be easily claimed that no successful cognitive or affective activity could be carried out without some degree of self-esteem (Brown, 2007). Every class is made up of both introvert and extrovert learners and the point is to recognize each type in the class and provide them with appropriate task best suits their personal characteristic.

Teachers also argued that learners are open-minded and like the English language to fulfill their ambition which shows that the society and culture of the context of this study (Iran) is open towards target language learning and that learner set a prior goal before enrolling classes. In order to improve students' motivation, teachers need to set interesting course material and goals that are meaningful, realistic and achievable for students. They also have to create a dynamic and friendly learning environment and they believed that learner's best learn if the class atmosphere is cooperative and activities are done in a moving and doing way. They said that learners would not enjoy the classes in which their teacher is mono talk. While there are many factors that have a role to lead success such as

intelligence, self-esteem, learning styles and strategies, motivation and attitude toward the target language, students mainly said that their motivation is the reason of their success. These strategies generally in teaching/ learning process were found applicable and useful to reach learning goals easier and faster. According to Falk (1978), it is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with the society in which the language is used. Ellis (1994) noted that attitudes can reflect the particular social settings in which learners find themselves. In other words, learners with positive attitudes toward the target language they are learning will have these attitudes reinforced, whereas negative attitudes might lead to lack of success. Adi Badiozaman (2015) examined interrelated influence of internal and external factors of Malaysian Learners' self-concept in academic writing. The quantitative phase of the study identified that there were different self-concepts involved in the formulation of self-concept in academic writing (e.g., self-concept in English and self-concept as a writer). The study proposed that that there is a complementary relationship between multiple internal and/or external factors that are available to students, and that this may influence the nature of their actions in the academic writing class. Overall, this study demonstrated that an L2 learner's self-concept in academic writing is complex and multifaceted and that Malaysia's socio-historical setting tended to have a direct impact in the formulation of this academic self-concept. Xinyan (2014) studied the analysis of internal factors and external factors in language learning strategies. Language learning strategies refer to techniques used by language learners for the purpose of regulating their own learning. After considering the different variables, he determined the related variables related to internal and external factors. The internal factors (include learners' age, intelligence, personality and cognitive style) and external factors are (as teachers' teaching approaches and materials) that may influence the use of language learning strategies for EFL learners. The findings of this study are in line with Mahmoudi and Mahmoudi (2015) studied the effects of internal and external factors on learning English as a foreign language from Iranian EFL learners' points of view.

5. Conclusion

Based on the results of the descriptive study, it is concluded that according to what teachers and EFL learners both mentioned regarding internal factors, self-esteem prevailed to gain the most notice. It is the main factor that affects the process of learning. Learners who benefit from a higher level of self-esteem, is reported to be more successful since they show more willingness to learn and seem less afraid of making mistakes. The next factor which is of central importance but benefit from a lower percentage is relating to the extroversion learners. Both groups of the participants believed that extrovert was an advantage as they freely express their ideas; ask questions while having problems understanding a point, less-stressed and more sociable; these types of learners are more eager to

participate in group works and discussions for the reason that they best learn in dynamic environments. Third is introversion. These types of learners are said to need to allocate more time to process the given information; learners of this type are reported to be successful due to the fact that they spend more time reading and writing. Finally, intelligence received the least attention since it was viewed as Stenbergs' triarchic theory of intelligence. Participants believed that intelligence can be strengthens and that schools can fortify the outcome.

Considering the external factors, socio-cultural status received the most engrossment whereas this factor is all about a setting one is living in thus, it affects on the attitude of the ones whom are willing to learn a language. Attitudes impress majority of the factors; attitudes towards the target language, its speakers, its culture, the social value of L2 learning and even attitudes towards learners themselves as society members. Next, is extrinsic motivation. Learners are mainly extrinsically motivated while they think of this language as a prestigious one, want to move abroad for their studies or want to communicate with foreigners for work matters or personal motive. Yet, even those types of intrinsically motivated learners are reported to be motivated extrinsically on occasion, as they enjoyed the positive feedback they received, they ached for better job positions or desired to have job promotions.

Declaration

I declare that this manuscript is original and has not been submitted to any other journal for publication

Transparency Statements

I affirm that the data supporting the findings of this study are available within the article. Any additional data can be obtained from the corresponding author upon reasonable request.

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