



**THE IMPACT OF SOCIAL MEDIA ON MOTIVATION  
TOWARDS LEARNING ENGLISH AS  
A GLOBAL LANGUAGE**

**BY  
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### **Abstract**

This study investigated the impact of social media on motivation towards learning English, the manner in which the impacts were imparted, and the most effective platform for English learning. The top five used social media platforms available in Thailand as of January 2021 – Facebook, YouTube, Line, Facebook Messenger, and Instagram – were considered. The study adopted a mixed-methods research design with a questionnaire and semi-structured interview as instruments. By random sampling, 270 undergraduates of the Department of English, Rangsit University were recruited via an online survey, and 12 of them participated in an online semi-structured interview. The quantitative data were statistically analyzed by means of frequency and percentage using SPSS, while the qualitative data underwent content analysis according to Lichtman’s three Cs of data analysis.

Findings revealed that social media both initiated and facilitated motivation, boosted learners’ confidence and competence, and promoted relatedness and autonomous learning. These impacts were feasible through social media’s actual affordances of connectivity, interaction, and collaboration. There was a significant efficiency of YouTube over other platforms with regards to students’ motivation and learning of English. This study, therefore, recommends that social media be integrated with proper guidelines into the English teaching and learning process.

(Total 138 pages)

Keywords: Impact, Social Media, Motivation, Global Language, Learning English

Student’s Signature ..... Thesis Advisor’s Signature .....

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# CHAPTER 1

## INTRODUCTION

This first chapter offers the introductory note, context, and rationale of the study. It states the problem, outlines the aims, and enunciates the research questions that the study seeks to answer. It highlights basic assumptions, brings to bear the relevance of the research, sets the scope, and defines the limits of the study. In this chapter also, the conceptual framework is explained and basic terminologies are operationally defined.

### 1.1 Background and Rationale of the Study

Social media has revolutionized the patterns of interaction and integration in today's world. It increases the interconnectivity amongst people as well as the actualization of connected societies (Cosenza, Gavidia & Gonzalez-Avella, 2020), hence being one of the vital forces of globalization. Connection and communication are substantially executed through technology and social media platforms. Social media has made culture increasingly denationalized, de-territorialized, and decontextualized (Kramsch and Zhu, 2016). With social media, inherent spatiotemporal communication constraints are removed, international boundaries are radically blurred, interaction dynamics are paradigmatically changed, and virtual networks of persons are ubiquitously established. Ideas, thoughts, opinions, experiences, and multimedia content are easily expressed and shared via the media. More to it is that innovative applications are continuously developing new social and collaborative dimensions where networks are created and sustained with flows of information across the globe. An unprecedented usage of interactive and interpersonal applications of digital technology has resulted in massive changes in social and cognitive connectedness, connection to information, and connection to persons. The resultant hyperconnected technology-savvy society is characterized by an ever-increasing number of

communications between people with diverse linguistic, geographical, and cultural backgrounds. This mutual interaction which causes worldwide networks of interconnectedness and interdependence informs the concept of globalization.

Social media significantly drives globalization as it constantly brings the globe together and projects the need for additional language(s) common to the new setting. According to *Ethnologue*, there are roughly 7,139 spoken languages around the world (Eberhard, Simons & Fennig, 2020). These different languages used together in a diversified local context will only be a cacophony of noise or meaningless symbols as people from different linguistic backgrounds would lack understanding of them all. Such multilingual scenery is a type of social media platform and a globalized society, where unity in diversity is made possible through language and communication. The closer the language contact, the higher the degree of bilingualism, and the stronger the effects of contact. The rapidly growing rate of language contact in the present global and digital scenario demands the acquisition and use of additional language apart from one's native language. As the limits of one's language imply the limits of one's world, the acquisition of an additional language facilitates the exceeding of one's boundaries and successful integration into the global village. An additional language gives new perspectives to reality; opens up new careers, social and cultural opportunities; and improves problem-solving, multitasking, and decision-making. Since no one is self-sufficient and indispensable, and the attainment of selfhood requires the existence and mutual interaction in human society, acquiring an additional language becomes necessary for achieving this mutuality and authenticity of self.

The need for an additional language presupposes a concomitant need for common language(s). English, French, Spanish, Russian, Arabic, and Chinese are rated as international languages (Eberhard, Simons & Fennig, 2020) and official languages of the United Nations. However, English is commonly used across the globe and dominant in multilingual and multicultural settings. It functions significantly in the process of globalization and knowledge explosion. English is used for international business and trade, entertainment, aviation, tourism, travel, science, education, the internet, and social media. In the contemporary integrated and interdependent world, English serves both as

a common language and a global language (Rao, 2019). It satisfies both integrative and instrumental motives, and it is internationally learned and spoken both in physical and virtual environments. It is the most common and largest language with 379 million NES and 753 million NNES (Eberhard, Simons & Fennig, 2020). According to January 2020 *Statista* statistics, English is the most common language used online with 25.9% of worldwide internet users (Clement, 2020b). This means that more than a quarter of all internet activity worldwide is conducted in English. Thus, the internationalization of English due to the practicalities of global communication and other factors make learning English as a global language a necessity.

The synergy between English as an international language and social media satisfy the basic need to feel and stay connected with others. As evident in the *Statista* survey, there are approximately 3.6 billion internet users as of July 2020 who are using social networks; out of which Facebook has 2.6 billion active users, YouTube 2 billion, WhatsApp 2 billion, Facebook Messenger 1.3 billion, WeChat 1.2 billion, Instagram 1.1 billion, TikTok 800 million, inter alia (Clement, 2020a). Social media does not only enhance the establishment of connections but nurtures and maintains them by facilitating continual interaction and learning. Interactions at different levels of intensity in a network environment result in learning, and learning occurs as connections with specialized nodes are made (Siemens, 2005; Downes, 2012). The need to connect with others synchronizes with the human innate desire to know; and the larger the expanse of one's connectivity, the greater the amount of knowledge acquired. To stay connected with the globe and to communicate across it on a more or less equitable basis via digital connectives, the global language is employed. Where there is a lack of knowledge of the global language, social media provides a plethora of authentic materials for learning. It facilitates the fundamental language skills of listening, speaking, writing, and reading. While meeting the need for connection, social media fosters learning as people either connect to learn or learn by connecting.

Social media has changed the way and manner of receiving information and learning especially as most digital natives are enmeshed in media-rich environments. Information and Communication Technologies have become as natural as breathing for

young people (Klimova & Poulouva, 2016). For instance, the 2018 Pew report on US teenagers between 13 and 17 years of age has it that 95% use smartphones and 45% are virtually always online: where 85% use YouTube, 72% are on Instagram, 69% patronize Snapchat, 51% Facebooks, and 32% tweets (Anderson & Jiang, 2018). The continual exposure of students to social media influences both their cognitive development and social practices. The three fundamental functions of social media: cognition, communication, and cooperation (Throuvala, Griffiths, Rennoldson, & Kuss, 2019) have caused developmental novelties that affect the education system and learning. Such include mental processes, preferences, learning styles, as well as educational paradigms, methodologies, psychology, and philosophies. Considering the digital scenario in the light of Merleau-Ponty's philosophical postulation that human knowledge is dependent on being in a world that is inseparable from the human body, language, and socio-historical settings, then technology has created a paradigm shift. There is a movement from teacher-centered to learner-centered approach, competitive to collaborative style, traditional to blended learning, instruction to construction, absorbing materials to learning how to navigate through sites and how to learn (Lertlit, 2019). Social media offers a wide array of virtual learning platforms and sites which make learning more personalized, independent but collaborative, and interactive; flexible in terms of place and time, enriched with the latest materials, varied and dynamic, and culture conscious.

With social media, language learning has taken a stroll out of the confines of the classroom to the connective media where the target language is used for interaction, and works are shared and published to audiences more than the teacher. The community-centered design of networking sites enhances the circulation of real language and boosts meaningful interactions beyond the classrooms (Al-Jarrah, Al-Jarrah, Talafhah, & Mansor, 2019). Learners have the unique privilege of practicing and using the target language in concrete historical situations. The ubiquity and affordances of social media presuppose that learners can easily meet proficient speakers of English anywhere in the world and negotiate meaning. Social network favors the sense of community and foster new opportunities for a motivating and collaborative language learning process. It makes linguistic features salient to learners as they converse (Benati & Angelovska,

2016), offers an anxiety-free language learning milieu, and provides an opportunity for quick feedback and self-evaluation of language competency.

Within the classroom context, the pedagogical value of social media features eminently especially in the making and sharing of multimedia presentations, updating and commenting on class blogs, sharing of ideas and brainstorming by group members, posting of side comments and questions during real-time lectures, sharing of assignments and responses, connecting to real-world experts and real-life situations, *inter alia*. The integration of social networks within classroom education makes learning lively, promotes collaboration, strengthens social interaction and unity, and gives a better classroom setting than the traditional approach (Sanmamed, Carril & Sotomayor, 2017). The nature and operation of social media are synonymous with that of learning, which includes active engagement, group work, regular interaction and feedback, and connection to real-life professionals (Lertlit, 2019). It enhances interpersonal, interpretive, and presentational modes of communication in the classroom, which is a reflection of how people communicate in real life. It increases proximity to the target language and culture thereby making students linguistically and culturally prepared for successful integration into the pluralistic society. It has become a veritable tool for attaining the 5Cs of foreign language learning in the 21<sup>st</sup> Century: communication, cultures, connections, comparisons, and communities.

From the foregoing and based on the many importance of social media to language learning, this study takes a cursory look at the impact of social media on the motivation of undergraduate students of the English department, Rangsit University. Rangsit University is situated in Thailand, a country with a 69.88 million population, of which 55 million are internet users and active social media users. As of January 2021, 94.2% of Thai active social media users patronized YouTube, 93.3% were on Facebook, 86.2% used Line, 77.1% on Facebook Messenger, 64.2% Instagram, 57% Twitter, 54.8% Tiktok, *inter alia* (Kemp, 2021). Most of these active users were youths, and university students constituted the most avid group due to the intrinsic educative, informative, entertaining, inflaming, and contagious abilities of social media. The proliferation of social media usage and the resultant webs of connectivity amongst

university students makes social media a necessary subject for exploration in the field of language learning. Many researchers have associated academic performance and language proficiency with the use of social media, but with little on its influence on motivation. Since the feeling of connection influences human wellbeing and motivation, this study assumes that social media impacts motivation towards learning English; where motivation entails a phenomenon that triggers and sustains human behavior toward the attainment of a goal (National Academies of Sciences, Engineering, and Medicine 2018). This phenomenon is dynamic as it develops in time and changes according to particular experiences. It is a prerequisite for successful learning. In light of this, it is pertinent to assert that social media has the potential of being an effective tool for motivation boost and acquisition of language skills and autonomy. Therefore, juxtaposing motivation with social media, this study sought to examine the impact of the latter on the former within the context of English learning.

## **1.2 Statement of the Problem**

The contemporary netizens are communicating and connecting substantially through technology and social media. These platforms allow users to follow people, news, and events as well as share information, ideas, photos, videos, etc. (Topaloglu, Cldibi, & Oge 2016). They possess the potential of satisfying the core human need for connection with others hence widely used. The connectivity and communication established through the use of social media could be linguistically rewarding for users as such take place either within the same or across different linguistic backgrounds (Slim & Hafedh, 2019). With the current nature of human society as a global village, the internationality of English, and the inherent need for connectivity, it became pertinent to investigate whether or not social media influences motivation towards learning English as a global language.

Furthermore, there has been a 4.7% (2.3 million) increase in the number of Thailand's social media users between April 2019 and January 2020. The percentage of social media users compared to the total population stands at 75. These Thai social media users spent approximately 2 hours and 55 minutes per day on the platform (Kemp,

2020). If this data is on average, then university students would spend more hours on social media as it has become a routine part of their lives. As most online interactions are performed in English (Clement, 2020b), social media affords young people the opportunity of encountering and using English in their personal lives while studying the language formally at the university. Considering the status of Thailand as being in the expanding circle where English is used as a foreign language, social media potentially shape students' language development and attitudes. It follows that social media provides both the incentive and means to learn English (Lamb & Arisandy, 2020). It makes linguistic features salient to learners as they converse (Benati & Angelovska, 2016). Many researchers have associated academic performance and language proficiency with the use of social media. It has however been observed that there is limited application of social media in Thai schools (Sumetchanthasiri, Polyiam & Kraisin, 2020) and a greater percentage of time spent by young netizens on social media is for personal gratification. Considering this with the abounding pieces of evidence of an underway major shift in the mode and process of second language development, especially among young people, from institutional settings to online networks and media (Godwin-Jones, 2018), this study examined the potentiality of social media to impact motivation towards learning English.

### **1.3 Research Objectives**

1.3.1 To investigate the impact of social media on students' motivation towards learning English as a global language.

1.3.2 To examine how motivation towards learning English is impacted through the media.

1.3.3 To look into the social media platform with the most efficiency on students' motivation.



## **1.4 Research Questions**

1.4.1 What is the impact of social media on students' motivation towards learning English as an international language?

1.4.2 How does social media impact students' motivation towards learning English?

1.4.3 Which of the social media platforms is most effective on students' motivation and learning?

## **1.5 Basic Assumptions**

1.5.1 The participants offered candid responses to the questionnaire and interview questions as they were without items of sensitive issues.

1.5.2 The inclusion criteria of the sample presupposed that all participants had similar experiences of the phenomena of the study.

1.5.3 The respondents possessed a genuine interest in participating in the research as it shed light on the motivational and pedagogical values of social media vis-à-vis their studies.

## **1.6 Significance of the Study**

The increasing importance of social media is evident in virtually all facets of human daily life. It profoundly changes the world and revolutionizes the way millennials communicate, interact, retrieve and share information. It significantly influences education by providing new opportunities for learning outside of school, altering didactic approaches, and offering new learning experiences. The increasing ubiquity and importance of social media in education and language learning, in particular, made it

necessary to investigate its impact on motivation towards learning English as a global language. This is because proper motivation and pedagogically grounded learning techniques are conditions *sines qua non* for effective learning.

This study explored the dualistic function of social media as both incentive and a means of English language learning. It describes the web of connectivity due to social media in relation to learners' wellbeing and motivation. This increases policymakers, teachers, and learners' awareness of the ways and possibilities of impacting motivation through social media as well as imparts the following benefits:

- 1) The findings will help improve learners' attitudes and approach toward English language learning through social media as it promises to shed some light on the motivational and pedagogical values of social media.
- 2) The findings will provide teachers with insights on social media platforms that best boost students' motivation toward learning English.
- 3) The study will assist supervisors and schools in planning curricula and designing syllabi to meet the cognitive processes and learning styles of contemporary netizens.
- 4) In academia, the study is significant in the expansion of the research domain in social media, motivation, and language education.

## **1.7 Scope of the Study**

The study was conducted at Rangsit University, Thailand with undergraduates of the department of English as population. Participants were so selected because they studied the English language as their major, and were also on various social media platforms. Albeit there were no explicit connections between studying English and the use of social media, there were bound to be implicit relations between these two different courses of action. These interactions may influence learners' motivation

towards their academic pursuit as appropriate and conducive environmental conditions enhance the brain learning process (Gagne, 1972). This background imposed the confidence that participants possessed the necessary ability to elucidate the phenomena under consideration as they were both English major students and social media users. These homogeneous characteristics constituted the inclusion criteria of the study. A random sampling technique was employed in the research.

The study made use of convergent parallel mixed-methods design to examine the impact of social media on motivation. Motivation is essential for any successful learning. College students are intrinsically and/or extrinsically motivated before enrolling in any program of study. This motivation guides their choices of discipline and forms the teleological foundation of their activities. Classroom motivation is then secondary and contingent on the already acquired motivation. Also, learning is a process that continues beyond the classroom context. Consequently, for a more holistic result, this research examined the impact of social media on motivation within and outside of classroom contexts. It also investigated which of the five popular social media platforms – Facebook, YouTube, Line, Facebook Messenger, and Instagram was most effective on students' motivation.

Data were collected using well-structured questionnaires and semi-structured interviews. The questionnaire contained about 40 closed and open-ended questions. The closed-ended questions were framed with a bipolar scale that stretches from strongly agree to strongly disagreeable range on the Likert scale of 1 – 5. The essence of the open-ended questions was to make clear responses to the closed-ended questions as well as add more inputs not included in the questions.

With the approval of the Ethics Review Board of Rangsit University on 24<sup>th</sup> May 2021, the study was conducted between May and October 2021.

## 1.8 Conceptual Framework

The following conceptual framework defined the variables and mapped out their relationship.

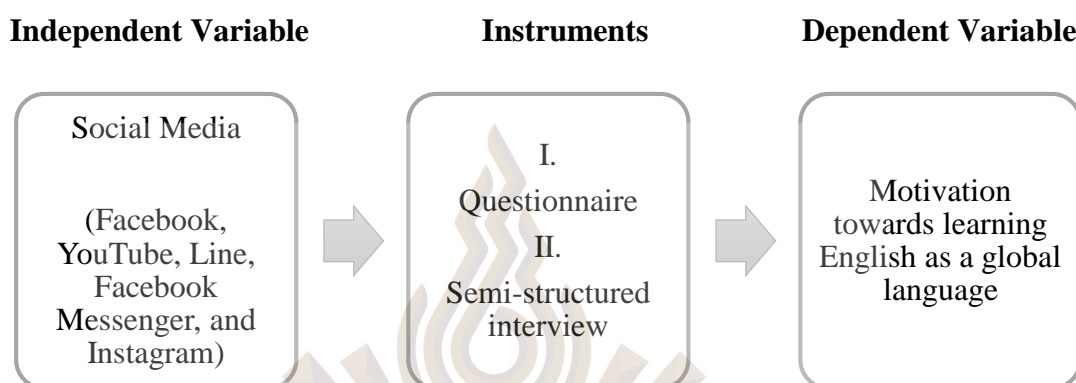


Figure 1.1 Conceptual Framework of the Study

This study investigated an independent variable, namely the impact of social media in a language learning context. It had motivation within and outside of classroom contexts vis-à-vis learning English as a global language as a dependent variable. Using questionnaires and interviews as instruments, the study sought to establish a consequential relationship between the independent and dependent variables.

## 1.9 Limitation of the Study

The finding of this study will be helpful to similar contexts, and may not apply to other situations beyond the research context.

## 1.10 Definition of Terms

The operational definitions consist of the following:

**Impact:** Any positive or negative consequences, whether primary or secondary, long-term or short-term caused by social media on motivation towards learning English, either directly or indirectly, intended or unintended.

**Social Media:** A set of web-based applications, in this case, Facebook, YouTube, Line, Facebook Messenger, and Instagram that enables quick electronic communication of user-generated content and personalized profiles, as well as the creation of virtual networks and communities.

**Motivation:** denotes a dynamically changing cumulative incitement that instigates, directs, reinforces, sustains, and assesses students' English language learning.

**Learning English:** is the process of acquiring the English language through experience, study, or by being taught over time.

**English Language:** refers to the English language with international posture, and not as a representative of culture and nationality of any particular country.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter explores the views of other authors and researchers on the subject matter, as well as reviews related theories. It begins with the analysis of the concept of social media, its types, functions, and application within the context of language learning. Then an exposé on motivation, its types, theories, significance in language learning, and connectivity with social media. Attention is shifted to related theories – interactionism, connectivity, self-determination, and world Englishes which constitute the theoretical framework of the study. This chapter culminates with an exploration of related research.

#### **2.1 Social Media**

The term social media was first used in the early 1990s to connote internet-based applications that make online communication and connection possible. It is an umbrella term that covers all online activities including instant messaging, internet forums, social blogs, social networks, podcasts, microblogging, weblogs, crowdsourcing, etc. that utilize digital technologies (Vemulakonda, 2018). These are platforms for building networks and sharing information. Social media is distinctively dynamic, interconnected, egalitarian, and interactive (Peters, Chen, Kaplan, Ognibeni, & Pauwels, 2013). It creates social connectedness and constitutes an essential part of the internet and mobile devices. It is also considered highly prized because of its instant and spontaneous reach and the speed with which it travels. With 3.96 billion users as of July 2020, it means that over 50 percent of the global population uses social media (Kemp, 2020).

### 2.1.1 Definition

The concept of social media lacks a formal, universally accepted definition due to its novelty and constant advances (Hamm et al., 2013; Tess, 2013), as well as its broad and elusive scope. When considering the nature of social media, Trottier and Fuchs (2015) believe that any of the three approaches of sociality – cognition, communication, or cooperation should be adopted as a focal point of definition. These approaches focus on specific social processes and particular media forms. First, cognition deals with common awareness which makes it possible to categorize media like newspapers, television, and websites as social media. Communication entails social connectedness and interaction and therefore puts chat, email, and discussion forums into the social media framework (Treem, Dailey, Pierce, & Biffl, 2016). Cooperation entails collaborative activities for a shared cause, thereby conferring the status of social media on Wikipedia and massively-multiplayer online role-playing games (MMORPGs). Against this backdrop, therefore, the definition of social media varies according to theoretical position and analysis.

Focusing on platform and content, Kaplan and Haenlein (2010) define social media as a set of internet apps founded on the ideologies and technologies of web 2.0 that allow user-generated content to be created and shared. It designates a group of web-based communication devices that allow interaction through information sharing and consumption (Szolnoki, Dolan, Forbes, Thach, & Goodman, 2018). Social media defies spatiotemporal constraints by allowing ideas, videos, photos, and information to be created, shared, and exchanged online in real-time. These positions reflect the communication approach of sociality. On a more extensive level, Vemulakonda (2018) portrays social media as anything on the internet that allows communication and the establishment of social webs.

Within the context of this study, therefore, social media designates a set of web-based applications – Facebook, YouTube, Line, Facebook Messenger, and Instagram – that enables quick electronic communication of user-generated content and personalized profiles, as well as the creation of virtual networks and communities.

It often turns communication into an interactive dialogue.

### **2.1.2 Types and Functions**

From the foregoing definition of social media, it is deducible that there is a wide array of social platforms. The most globally used social media consist of Facebook, YouTube, WhatsApp, Facebook Messenger, WeChat, Instagram, tik-tok, QQ, Sina Weibo, Qzone, Reddit, Douyin, Kuaishou, Snapchat, Pinterest, and Twitter (Kemp, 2020). Within the Thai context as of January 2021, the most used social media were YouTube with 94.2% of the 52.63 million social network users, Facebook with 93.3%, Line with 86.2%, Facebook Messenger with 77.1%, Instagram with 64.2%, Twitter 57%, Tiktok 54.8%, Pinterest 31.7%, Wechat 24.9%, Linkedin 24.4%, inter alia (Kemp, 2021). This study considered Facebook, YouTube, Line, Facebook Messenger, and Instagram, and their impact on motivation towards language learning.

#### **2.1.2.1 Facebook**

Facebook is a social networking website created by Mark Zuckerberg and launched in 2004. At first, the website was exclusively meant for Harvard students' use. The right was first expanded to high school students and then to anyone 13 years of age or older (Boyd & Ellison, 2007). Since then, there has been a steady increase in the number of active users. For over a decade, Facebook has been the leading social media platform. As of October 2021, it still topped the global chart with over 2.895 billion active users. It came second in Thailand with a share of 93.3 percent of the 55million Thai social network users (Kemp, 2021).

The use of Facebook entails the creation of a personal account with a public profile, adding of other users as friends, and exchange of information and messages. It allows users to share photos, videos, music, articles, thoughts, and opinions. Automatic notifications are given whenever users update their profile, timeline, and status; send messages, share photos, and post comments. Facebook allows the creation of pages, and the liking of pages to stay updated. Users can update their profile at will, post anything on their timeline, and engage in private chats with friends online. There is room for creating and joining common-interest user groups. In



a nutshell, Facebook enhances social networking.

#### 2.1.2.2 YouTube

YouTube was founded in 2005 by Steve Chen, Jawed Karim, and Chad Hurley. It is a video-sharing website that allows originally-created videos to be shared, discovered, and viewed across the globe (YouTube, 2005). It is built on the technological foundation of Adobe Flash Video which enhances the display of videos of all sorts. YouTube offers a medium for communicating, educating, and empowering people around the world. It serves as an important distribution channel for creators and marketers of original content on both large and small scales. It had about 2.291 billion active users as of October 2021 and ranked second in the global chart of most used social media. It however topped the Thai chart with the highest share of 94.2 percent of the 55million active users of social media (Clement, 2021).

With YouTube, users can search for and watch videos, create and upload videos to a personal channel. YouTube allows users to like, comment, and share videos; subscribe and follow other users and channels; and create playlists to organize videos. It demands its users to be 18 years and above, or 13+ with parental control.

#### 2.1.2.3 Line

Apart from Facebook and YouTube, Line was the third trendy social media site in Thailand with 86.2% of the percentage of internet users as of January 2021 (Kemp, 2021). This Naver Corporation app is a social media platform that allows the sending of instant one-on-one and group texts to friends, voice and video calls, and expression of self through stickers and emoticons. It allows the making, sharing, and exchange of live videos, contacts, voice messages, photos, and location information; saving of messages, photos, and videos in keep; and playing of face play games. Users create profiles and add friends through user ID, phone number, and scanning QR codes. Line keeps users connected and updated on their favourite brands and shows by granting access to official accounts (Line, 2020).

#### 2.1.2.4 Facebook Messenger

As of January 2021, Facebook Messenger was the fourth most used social media platform in Thailand with 77.1 percent of 55 million Thai social network users (Kemp, 2021). It allows the sharing of text, audio, images, video, and files. Users can text and make audio and video calls with individual friends or groups. It enables

the creation of a personal account with a public profile, adding of other users as friends, and exchange of information. Users can easily connect Instagram friends, as well as synchronize messages and contacts to the phone. It makes it possible for friends who are miles apart to watch videos and favourite television shows together. With Facebook Messenger, every moment and response can be caught in real-time.

#### 2.1.2.5 Instagram

Instagram occupied the fifth position on the chart of popular social media in Thailand with 64.2 percent of the Thai social media users (Kemp, 2021). Instagram enables the creation and sharing of photos, stories, information, and videos with friends and followers. It lets users stay connected and updated with friends, plans, trendy issues, and innovations (Instagram, 2020). Users create, discover, watch, like, comment, and share entertaining short videos. It allows audio and video calls, text messaging, posting of updates and feeds, exploration and discovery of areas of interest, and shopping for products.

### 2.1.3 Social Media Import in Language Learning

The ubiquity and affordances of social media have ensued in many studies especially in relation to the influence of digital connectives and their consequent new horizons on the youth (Lin, Warschauer, & Blake, 2016). From the available media, social connections are promoted by Facebook and Line, the display and exchange of visual materials are facilitated by YouTube, collective information creation is enhanced by Wikipedia, while microblogging flourishes with Twitter and Instagram (Balakrishnan & Lay, 2016). Facebook, YouTube, Line, Messenger, Instagram, and other social media aid in the creation and dissemination of information across the globe in real-time (Lin et al., 2016).

Due to the prevalence and potentialities of social media, scholars have expressed the need to integrate it into the education system in general (Everson, Feinauer, & Sudweeks, 2013; Greenhow & Robelia, 2009; Roblyer, McDaniel, Webb, Herman, & Witty, 2010) and language learning in particular (Chartrand, 2012). So far, the pedagogical features of social media platforms like Facebook and YouTube have

been significantly utilized in the uploading and downloading of educational videos and learning resources within and outside classroom contexts (Balakrishnan & Lay, 2016). Learners use these media to improve their language proficiency by watching movies and listening to music with English subtitles. There are myriads of Facebook pages and groups on language learning, with easy access and connection with both language experts and learners. Line and Facebook Messenger are variously used as avenues for sharing and submitting classwork, assignments, and learning materials. They afford learners the opportunity of collaboratively undertaking group tasks, interacting with proficient English speakers, and using English in concrete historical situations. Homework, pictorial tutorials, reminders, and classroom comments are posted on Instagram. These media are being employed to complement and improve classroom learning because of their popularity, availability, ubiquity, flexibility, rapidity, and ease. Since students' connectivity and sociality have increasingly gone online, it becomes pertinent to incorporate the virtual environment into the learning system.

Against this background, it was deducible that the attitude of learners toward didactic utilization of social media is dependent on the functionality of media and learners' milieu. Attitude on the other hand is influenced by students' preferred learning style. Learners' milieu within this context refers to chances of communicating in English, which in turn has a partial effect on learners' use of social media to interact in a realistic setting. Learners with little or no opportunity of using English in real-life resort to social media to improve their English proficiency and communication skills (Chartrand, 2012). As aforementioned, the approach and extent to which learners pedagogically use social media are influenced by learners' learning styles. Other factors like social connectivity, self-efficacy, and ease of use influence the use of social media for learning purposes regardless of students' learning styles (Balakrishnan, 2016).

The importance of social media in language learning is theoretically founded on some social learning theories that emphasize the effectiveness of interaction in second language acquisition. This tenet holds that the most successful way to learn is through observance and interaction with others, and collaborative learning in groups

(Bandura, 2002). Learning occurs as learners make effort to negotiate meaning during an interaction. Social media provides the platform for this negotiation of meaning hence important to language learning. From the perspective of connectivism, knowledge and learning are dependent on the web of connections and grow with the expanse of connectivity. The flow of connections and the connection of flows are determined by social media thereby defining its significance in language learning.

This study aimed at investigating the nexus between students' use of social media and their motivation toward learning English. It considered the affordances of the first five most popular social media platforms in Thailand and how each impacts the learning of English.

## **2.2 Motivation**

Motivation is an affective variable of learning which has been considered a pertinent factor and predictor of language achievement. It interacts with the cognitive and psychomotor domain towards the acquisition of a second or foreign language. This section, therefore, explores the concept of motivation; presenting its definition, types, importance in language learning, and its connectivity with social media.

### **2.2.1 Definition**

Etymologically, the term motivation comes from the Latin verb *movere* which means to move. Motivation could then be said to mean something which moves people to act or behave in a certain way. For instance, a motivated individual moves and takes action. This forms the basis for the classic conception of motivation as an internal process that stimulates, guides, and sustains human conduct (Reeve, 2016).

Albeit one of the most often researched topics in psychology and education, the concept of motivation lacks a consensual understanding and definition due to its complexity. Motivation involves a complex interaction of internal and external factors and possesses key aspects of self, task, goals, and cost and benefits (Hattie, Hodis, &

Kang, 2020). Against this backdrop, the concept receives various definitions by researchers given their study foci. According to Schunk and DiBenedetto (2020), motivation refers to processes that instigate and sustain goal-directed activities. It entails personal cum internal influences that ensue in choice, effort, persistence, and environmental regulation. It is both the internal and external, psychological and contextual forces that engender complex processes of goal-directed thoughts and behaviors. It determines the course, intensity, and tenacity of personal behavior aimed at specific goals (Kanfer, Frese & Johnson, 2017). Eccles and Wigfield (2020) consider that motivations are a function of momentarily ascending capacity self-concepts and of various personal tasks and values, goals, and identity fragments which depend on the specific current situation in which conscious and non-conscious choices are made. Baumeister (2016), who calls for a grand theory of motivation, gives the simplest definition of motivation as wanting change. This definition captures the human characteristics of self-transcendence and the reality of change. Reeve (2016) criticizes this definition as being inference-based and limited, though possessing merit.

Considering motivation within the context of second language learning, Dörnyei and Ottó (1998) define motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out" (p. 65). The definition reflects the nature and function of motivation, its reason, and its processes. It captures the why, how, how long, how hard, how well, how proactively, and in what way learners engage in the learning process (Dörnyei & Ryan, 2015).

Within the purview of this study, motivation denoted a dynamically changing cumulative stimulation that instigates, directs, reinforces, sustains, and assesses human behavior and goal-directed activities. The ability of social media to stir up this dynamically changing cumulative stimulation with regards to learning English at various stages of the learning process were considered impacts. It covered the influence of social media on learners' personal choices concerning English learning, their efforts,

persistence, regulations as well as intermittent calls for change and the engendering of self-improvement where and when necessary.

### **2.2.2 Types of Motivation**

Motivation is an umbrella term that covers a series of processes within an activity or behaviour. It accounts for the reason, manner, duration, intensity, degree of effectiveness, proactivity, way of engagement in a learning process or behaviour. Due to its broad scope, this section considers four types of motivation: intrinsic and extrinsic, and integrative and instrumental.

#### **2.2.2.1 Intrinsic and Extrinsic**

Intrinsic motivation refers to engagement in behavior or activity for their inherent interest and enjoyment (Ryan and Deci, 2000). It is characteristically satisfying or enjoyable without any contingent outcome that is separable from the behaviour itself. It entails undertaking a task solely for its own sake; where the means and end are inseparably the same. It is a prototypical expression of the active integrative tendencies in human nature (Ryan and Deci, 2020), which is probably responsible for the majority of human learning throughout life (Ryan and Deci, 2017). Intrinsic motivation is entirely internal and founded on the innate and psychological needs for competence, autonomy, and relatedness (Deci & Ryan, 2000). It is the enactment of activity propelled by interest, enjoyment, and satisfaction in the activity itself. Intrinsic motivation is an autonomous motivation; that is, the reason for engaging in an activity is because it is interesting, and the activity is volitionally enacted without any form of coercion or control (Gagne and Deci, 2005). It is self-initiating and self-regulating without external contingencies.

Extrinsic motivation refers to the performance of behavior for reasons other than their inherent satisfaction (Ryan and Deci, 2020). It is fundamentally contingent upon the attainment of an outcome that is separable from the action itself; where an undertaken activity is a means to an end. It entails the enactment of activities to attain some separable outcome (Deci & Ryan, 2000). It is initiated and maintained by external contingencies like implicit approval or tangible rewards (Gagne & Deci, 2005).

Extrinsically motivated learning involves instrumentalities instead of enjoyment of learning itself (Vansteenkiste, Lens, & Deci, 2006). It is characterized by anticipation of reward from outside and by going beyond the self. It is instrumental and multidimensional as it varies from completely external regulation to internalized and integrated regulation.

#### 2.2.2.2 Integrative and Instrumental

The classification of motivation into integrative and instrumental motivation is peculiar to the field of language learning. Integrative motivation is the desire to learn a second or foreign language for communication with the target language community and their culture. It entails having a positive attitude towards the second language group and a desire to interact with them. It is an openness to identify with a different language community at least in part (Masgoret & Gardner, 2003). The purpose of language learning is to identify with and become integrated into the target language society. Learners are so motivated when they undertake language learning to make contact with speakers of a foreign language group and to acquire more knowledge of the culture and values of the language group. Integrative motivation is socially driven and culturally related.

Instrumental motivation entails the use of second language learning as a means to some practical ends. It is seen as a medium for getting social and economic benefits through second language learning (Gardner & Lambert, 1972). The essence of second language learning is for concrete and pragmatic purposes such as passing examinations, tourism, career enhancement, diplomatic relations, inter alia. Learners are instrumentally motivated when they learn a second or foreign language for some pragmatic benefits. Instrumental motivation is career cum academic-related.

### 2.2.3 Importance of Motivation in Language Learning

Motivation is crucial to language learning. Besides intellectual capacity and language aptitude, motivation is a significant factor that determines successful language learning (Gardner and Lambert, 1972; Dornyei, 2014). From the classic definition of motivation as anything that energizes, directs, and sustains behavior, it is obvious that motivation provides the primary energy to initiate second or foreign language learning,

becomes the compass that directs the interest and purpose of the learning, and constitutes the driving force that sustains the long, monotonous process of learning. Dörnyei's definition of motivation depicts the multifaceted nature and function in language learning. The dynamically changing cumulative arousal in a person presupposes the fact that motivation accompanies language learning through the ups and downs of the process. Motivation is dynamic, and changes according to situations. It initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes needed to achieve second language learning. It features eminently in the process whereby initial wishes and desires concerning second language learning are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out. Motivation impacts the whole process of second language learning from activation, continued effort amidst the dynamism of learning, concentration, and vigor, to the accomplishment of the goal of learning. It defines the extent of active, personal involvement in second language learning. According to Dörnyei and Csizér (1998), all the other factors involved in second language acquisition presuppose motivation to some extent. Motivation harnesses other variables in the affective, cognitive, and psychomotor domains towards second language learning. This is because, without adequate motivation, neither learners with the most amazing abilities and skills could attain long-term goals nor could good pedagogical strategies and appropriate curricula foster students' achievement (Dörnyei & Csizér, 1998).

Motivation drives language learning both intrinsically and extrinsically. Intrinsically motivated second language learning is autonomous, self-initiated, self-regulated, and propelled by interest. As expressed by Vygotsky (1991), any learning that is based on learners' interests is possible. Intrinsic motivation is constantly linked with higher performance, controlling for baseline achievement (Ryan & Deci, 2020). In their study of African American and Latino students, Froiland and Worrell (2016) submit that intrinsic motivation predicts student engagement and higher achievement. It produces better results than its extrinsic counterpart. Indeed, it is hard to learn something if students do not like it. But if they have to learn something they are interested in, it will be easier for them to achieve better grades. The same goes for instrumental and



integrative motivation. The utilitarian reason behind language learning and the need to interact with the target language society ignite the spark and keep it glowing.

The present study further accentuated the significance of motivation to language learning. It aimed at explaining the manner in which motivation provides learners with plausible reasons to embark on and remain in the English language learning process. This included how motivation defines the manner of approach, duration spent in the process, invested intensity of energy, ways of engagement, and degree of self-efficacy which often ignite the need for improvement as well as bestow self-confidence.

## **2.3 Related Theories**

The theoretical framework is a blueprint for research based on existing theory in a field of inquiry that is related to and /or reflects the premise of a study. It entails the use of theory to explain and explore the nexus between variables, thereby situating and contextualizing formal theories into the study as a guide (Ravitch and Carl, 2016). To guide in the choice of design and discussion of findings, this study utilized the interaction hypothesis, theory of connectivity, self-determination theory of motivation, and world Englishes.

### **2.3.1 Interaction Hypothesis**

Language is peculiar to humans alone as other species do not have the capability of acquiring it. However, the question of how humans acquire language has been a perennial problem. Traditionally, emphases were placed on nature and nurture by nativists and social-interactionists respectively. Innatism (nativism) posits that the fundamental principle of language is profoundly rooted in the human brain and genetically coded at birth, hence language acquisition is possible through human innate ability. It is supposed that children are born with a Language Acquisition Device (LAD) which makes them capable of picking up the essential grammatical principles of the language concerned (Chomsky, 1988). From this stance, Krashen asserts that language

competence is due to the operation of innate mechanisms on comprehensible input. His input hypothesis holds that language learners progress along with the natural order as they receive comprehensible input in the target language at a level just above their current linguistic competence. The comprehensible input is supplied during interaction in a low anxiety context. Language acquisition is then a product of a subconscious process that requires meaningful interaction in the target language. On the other hand, social-interactionists claim that language ability is learned through experience, where children learn by extracting all the linguistic information from the environment. Of paramount importance to this theory is social interaction, which makes it possible for language to be constructed and acquired as postulated by Vygotsky.

Situating the views of Krashen and Vygotsky within the context of second language learning, they think that language is acquired during interaction. While the former emphasizes the importance of comprehensible input, the latter projects interactive input. Krashen's comprehensible input is a one-way input, while the interactionists' input entails two-way communication. It was from this background that Long proposed his interactive hypothesis which holds that second language acquisition is facilitated by interaction. Besides the comprehensible input, the interaction that ensues while negotiating for meaning causes language to be acquired. Negotiation is a kind of nexus that connects comprehensible input, innate abilities, and language output in creative ways (Gass, 2002). The comprehensibility of input in this view is dependent on interactional modifications. These modifications enhance language acquisition (Lightbown & Spada, 1993). Input comprehensibility increases with the negotiation of meaning (Ariza & Hancock, 2003).

According to Long (2020), in an attempt to meaningfully interact in a target language, learners incidentally acquire a new language as an unforeseen consequence of conversing through the new language. This acquisition is often bereft of intentionality and awareness. Learners sometimes consciously notice new forms while interacting and negotiating for meaning in the target language (Schmidt, 2010). At other times, they unconsciously perceive new forms while paying attention to communication and the task at hand. The conscious perception of new forms is known as noticing, and the

unconscious perception is considered detection (Tomlin & Villa, 1994). Detection is essential for real-time conversation (Whong, Gil, & Marsden, 2014).

Furthermore, learners' focus is often directed to challenging and emphatic items during a typical meaning-centered conversation in the target language. Such items are indicated by pauses, emphases, repetition, use of synonyms, informal definition, checks on comprehension and clarification, request for clarification, *inter alia* either before or after the items. These cause a shift of attention from meaning to language forms.

In a nutshell, though language is often explicitly learned, a greater part of it is implicitly acquired through interaction or usage. This implicitness applies to most knowledge, learning, and cognitive processes (Ellis & Wulff, 2015; Ellis & Wulff, 2019). The use of language for communication is fundamentally an interactive phenomenon, where interlocutors try accessing each other's mental states in alternating succession. The present study further accentuates the significance of this theory as findings revealed its applicability context.

### **2.3.2 Theory of Connectivity**

The theory of connectivity is a recent and growing epistemological position developed by George Siemens and Stephen Downes for the digital age which denounces the boundaries of behaviorism, cognitivism, and constructivism. It is grounded in the interactions within networks both inside the individual mind and outside to the world, as against the individual memory of what to do (behaviorism), what to think (cognitivism), or how to make meaning (constructivism) (Carreno, 2014). The theory considers the complex, hyperconnected, global, and technologically mediated present society, and seeks to understand knowledge and learning within this context. It claims that the internet changes the essential nature of knowledge. Accordingly, the theory of connectivity is adopted as part of this theoretical framework as it provides an insight into the epistemic foundation of social and cognitive connections and the reality of the use of social media in today's globalized and networked world.

The fundamental concept of connectivism is that knowledge is essentially network, intrinsically distributed, and dependent on the presence of networks (Siemens, 2005; Downes, 2012). Knowledge is a chaotic, shifting phenomenon as nodes come and go and as information flows across networks that themselves are interconnected with countless other networks (Bates, 2019). Knowledge emerges from networks as connections are recognized. Network exists at three distinct levels: neural (connection of neurons in the human brain), conceptual (web of ideas, thought and concepts), and external (labyrinth of humans, machines, animals, and matter). Connectivism emphasizes technology on the external level of networking, where it is both actor (as in AI agents, smartphone devices, etc.) and connector (as in social network, internet, and intranet) (AlDahdouh, Osorio & Caires, 2015). New forms of knowledge result from the connection of individuals, networks, and the flow of information. Technology makes both the connections and flow of information more realistic. Since no flow of information exists without connection and no connection remains without the flow of information, social media become a significant platform for networking and knowledge. Contextualizing within the discipline of language learning, growth in the network of a second language implies growth in knowledge of the target language. Thus, connectivism represented an ideal and critical tool for the research.

Siemens (2005, pp. 5-6) outlines the principles of connectivism as follows:

- 1) Learning and knowledge rest in a diversity of opinions.
- 2) Learning is a process of connecting specialized nodes or information sources.
- 3) Learning may reside in non-human appliances.
- 4) Capacity to know more is more critical than what is currently known.
- 5) Nurturing and maintaining connections is needed to facilitate continual learning.
- 6) Ability to see connections between fields, ideas, and concepts is a core skill.
- 7) Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- 8) Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While

there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

From the foregoing, connectivism underscores the significance of connection in learning. It asserts that learning occurs as connections are made (Downes, 2012), thereby making learning the capability to tap into significant flows of information. Invariably, acquiring a second language would imply immersion in the network as well as maintaining connections that allow learning of the target language. Learning is simply the ability to construct and traverse networks of connections. Rather than building knowledge, activities undertaken in the process of learning are more like growing in certain connected ways (Downes, 2007). Instead of being an internal, individualistic activity, learning is a social activity that is technologically enhanced, distributed within a network, and involves the recognition and interpretation of patterns. The technological scenario does not only drive learning but serves as a motive and catalyst.

Within the context of this study as aforementioned, the theory of connectivity aided in explaining the relationship between the prevalent infinite sources of information made available by social media and students' motivation to learn English. It provided the theoretical framework which accounted for the epistemic foundation of connectedness induced by social media. It underlies societal hyperconnectivity which concomitantly affects the education system, its theories, and praxis.

### **2.3.3 Self-Determination Theory**

Self-determination theory is a theory of human motivation and personality developed by Edward Deci and Richard Ryan which explains how and why sustainable motivation and actions occur. The theory investigates people's characteristic growth propensities and innate psychological needs that form the basis for self-motivation and personality integration, as well as the conditions that enhance these processes (Ryan & Deci, 2000). It asserts that the driving force of human actions is the need to grow and to gain fulfillment. As a result, the theory assumes that humans innately desire to use their will (that is, the capacity to choose how to satisfy needs) as they interact with their

environment, and tend to go after activities they find intrinsically enjoyable (Cook & Artino, 2016). Though not specifically language learning-oriented, some elements of the theory are incorporated into second language learning to better understand L2 motivation. In language learning, the theory aims at constructing good autonomous motivation that will increase learners' willingness to use the target language in interaction and learning without requiring constant effort from the teacher.

The theory posits that motivation varies in both quantity – degree, and quality – type and orientation (Cook & Artino, 2016). It hypothesizes three main types of motivation: amotivation, intrinsic and extrinsic (Deci & Ryan, 2008). These motivations are not categorically distinct but rather lie along a continuum of self-determination.

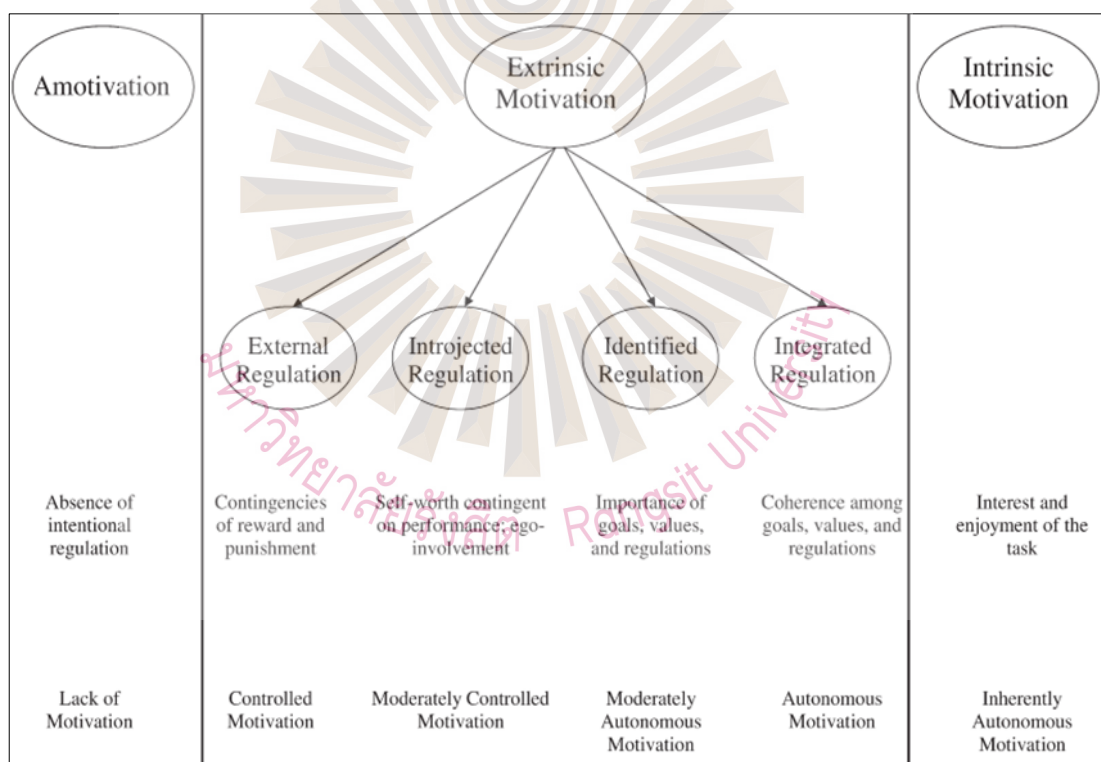


Figure 2.1 The Self-Determination Continuum

Source: Gagné and Deci, 2005

Amotivation is simply a lack of motivation that leads to inaction or action without tangible intention. It is non-regulated and lies at the extreme of the continuum. At the opposite extreme is intrinsic motivation which comes from within and develops from pure personal interest, curiosity, or enjoyment of an activity. An intrinsically motivated activity is performed solely for its own sake. Intrinsic motivation is entirely internal and founded on the innate and psychological needs for competence, autonomy, and relatedness (Ryan & Deci, 2000). Competence is the ability to control the outcome of an activity and experience mastery of a task; autonomy entails the desire to be causal agents of one's own life; and relatedness is the universal need to interact, be connected, and experience caring for others. These needs foster the most volitional and superior forms of motivation and engagement for activities, boosted performance, doggedness, and ingenuity. Intrinsic motivation is an autonomous motivation that propels actions to be undertaken out of interest and with a sense of volition.

In the middle of the continuum is extrinsic motivation which informs the performance of activity as a means to an end. It refers to the enactment of activities to attain some separable outcome (Ryan & Deci, 2000). Extrinsically motivated learning involves instrumentalities instead of enjoyment of learning itself (Vansteenkiste, Lens & Deci, 2006). The theory distinguishes four kinds of extrinsic motivation: external, introjected, identified, and integrated regulations (Gagne & Deci, 2005). Externally regulated behaviours are initiated and maintained by contingencies external to the person such as implicit approval, tangible rewards, or avoidance of undesired consequences. Introjected regulation occurs when values that are taken in but are not personalized provide the basis for behaviour, and it appears as if the regulation were controlling the person. For instance, students learn English as a second language because it makes them feel like worthy civilized persons or global citizens. Identified regulation surfaces when the behaviour corresponds more with personal goals and identities; the cause of behaviour reflects an aspect of the self. Integrated regulation goes with a full sense that a particular behaviour is an integral part of one's self. The transition from external to integrated regulation requires internalization and integration of values and goals, which are promoted by the fulfillment of the three basic psychosocial needs.

Self-determination theory proposes that optimum performance results from actions that are intrinsically motivated and/or whose extrinsic values have been integrated and internalized. Such motivation is encouraged by satisfying basic psychosocial needs of autonomy, competence, and relatedness.

In the course of this study, the theory of self-determinism provided the spectrum through which the series of processes and activities undertaken during the usage of social media is judged as influencing the choice and learning process of English language. It justified reasons for and courses of actions as either motivation or amotivation, intrinsically or extrinsically motivated. It aided in determining how impacts were exerted.

#### **2.3.4 World Englishes**

World Englishes is a term introduced by Kachru (1932-2016) to denote the emergent variations in the English language as peculiar to different contexts of usage worldwide. Although with minimal connotational variations, the term has been synonymously substituted with other concepts like global English, international English, new English, varieties of English, English as an international language, English as a global language, *inter alia* (Bolton, 2005; Schneider, 2003). The English language has a recognizable special role in every country of the world (Crystal, 2003) hence its many adaptations.

It is pertinent to know that language exists essentially as a tool for communication within human society due to human social nature and the interdependent needs of society. The peculiarity of human needs differs according to cultural and geographical settings, hence the plethora of English variations in these contexts. It is commonplace to hear of English identified as British, American, Nigerian, Indian, Australian, etc. The emergent variation and identification of Englishes are due to the adaptation of common English codes to serve individual social contextual needs. A gradual and progressive accumulation of these linguistic adaptations results in the emergence of a new variation of English. The new version is then peculiar to the



sociolinguistic context and possesses a certain level of functionality and acculturation profile.

Recognizing differences in the process and pattern of world Englishes, Kachru categorizes the many varieties of Englishes into three groups. He then proposes the concentric circles model.

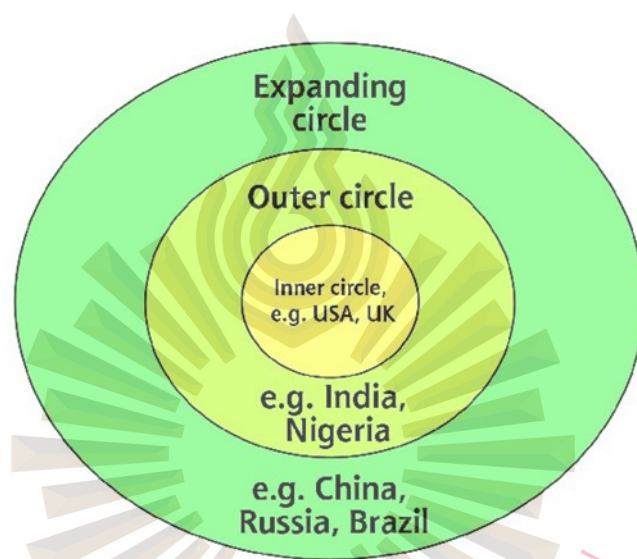


Figure 2.2 Kachru's Concentric Circle of Englishes

Source: Akinlotan, 2019

#### 2.3.4.1 Concentric Circle of English

The concentric circle model of world Englishes is a homocentric circle with inner, outer, and expanding spheres. The inner circle comprises countries that use English as their primary language. In terms of size, it is the least circle with only five countries: the USA, Britain, Canada, New Zealand, and Australia. The outer circle consists of countries that were once colonies and consequently have English as a second language. The circle has countries like India, Nigeria, Pakistan, Kenya, etc. as members. The expanding circle consists of countries that use English as a foreign language, without necessarily having a colonial antecedent. Within this circle, English is without official status but is regularly used for various purposes like international trade, tourism, diplomatic relations, and so on. Such include Thailand, China, Japan, etc.

While bringing to limelight the extensive spread of English across the globe, the concentric model gives particular attention to the contexts of English variation, be it literary, historical, sociolinguistic, or political. It highlights the plurality of linguistic features, culture, theoretical foundations, and methodological approaches embedded in the English language. This extends the ownership of the English language beyond the often-construed native speakers to other users of the language around the world. According to Kachru (1997), the status of nativeness in World Englishes should be conferred based on the level of functionality, depth of social diffusion, and ensuing acculturation. The nativization of English should be a by-product of functionality and history.

The wide array of English variations brings with it the issue of intelligibility. Smith (1992) calls attention to the fact that the global spread of English and the many contextual adaptations would result in difficulty in understanding the various variations. He then argues that intelligibility should border on the understandability of English within a speech community rather than be measured on the native-speaker rod. The essential qualities necessary for variants to be considered intelligible enough to be English should include the ability to speak recognizable words, the ability to be understood, and the ability to be interpreted. The language needs to be intelligible, comprehensible, and interpretable. Consequently, the focus of English education should change from language accuracy to language awareness (Canagarajah, 2006), grammar to conversation, accent to making meaning. There should be a paradigm shift from mainstream English to World Englishes.

#### 2.3.4.2 Characteristics of World Englishes

The concept of World Englishes possesses a pluralist structure that welcomes grammatical, phonological, pragmatic, and vocabulary variations in the use of English around the globe (Melchers & Shaw, 2003). It proposes a global English that is based on individual users' tongues, culture, and history. Though initially owned by certain people, English has been diversified so much that it is spoken based on native tongues. Therefore, Kachru (1988) defines the basic characteristics of the new paradigm to include the fact that the English language belongs to everyone who uses it; English variations have pragmatic-based ownership; they possess a variety of socio-cultural

identities. These make English have both Western and local identities when placed on the global platform.

The concept of World Englishes emphasizes the significance of a pluralistic-inclusive approach to the global use of English (Bolton, 2004). They post a liberal approach to English use and design which is without the construed native speakers' standardizations and restrictions. World Englishes proposes a philosophical dimension that denounces the superiority of any English variation over others, seeks cooperation and understanding especially from the adherents of dominant English, calls educators to critically distinguish between linguistic errors and ingenuity, and encourages non-native speakers unique use of English.

The study adopted the tenet of world Englishes in explaining the pervasive internationality undertone peculiar to the English language and as portrayed in learners' intentionality. This was embellished by features of social media that enable infinite connections across the globe with its attendant emergent English variations, accents, and pragmatics.

## **2.4 Related Studies**

Social media is ubiquitously used especially by university undergraduate students. It is part and parcel of the life of the current generation known as "Millennials". As of a decade ago, a Pew report had it that social media was more common to young adults between 18 and 29 years of age (Lenhart, Purcell, Smith, & Zickuhr, 2010). The situation has remained unchanged, and it's rather gaining more intensity. This is partly due to the easy affordability and accessibility of social media via phone, iPad, computer, and even wristwatches. Also, the effect of social media is felt in almost all facets of human life. It is enormously impacting on education system especially language learning. The incorporation of social media into English language learning facilitates the acquisition of improved language skills (Khaloufi & Laabidi, 2017), and empowers and motivates learners. It creates a platform for a person to person and person-to-machine communication, as well as a setting for producing, displaying, delivering, and sharing information. Due to its wide array of importance and impact, social media has been a subject of research in various disciplines. Therefore, this section considers

available recent academic researches that could provide insights to answering the research questions of the present study.

Chotipaktanasook (2014) in his classroom research on enhancing learners' willingness to communicate in English with social media investigated the impact of social media on Thai EFL students' willingness to communicate in English. It sought to find out whether engaging in social media outside formal teaching contexts would enhance learners' willingness to communicate in English. The study had forty third-year undergraduates in a Thai university learning two 15-week language courses as participants. They were asked to post pictures of what they did during class time on Instagram as well as reflect on their learning experience in English. The study adopted a pseudo-empirical research design where questionnaires were administered and a follow-up interview was conducted in two phases. Findings revealed that students were more willing to communicate in English on social media than during in-class activities. Willingness to communicate in the target language was enhanced by social media given its low anxiety milieu. Also discovered on social media were high self-perceived communicative competence and a high frequency of target language use. These were confirmed by the second phase of the study thereby signifying that learners employ the affordances of social media to practice and use the target language especially due to its low anxiety setting. In a nutshell, social media greatly inspire the willingness to communicate in the target language as it makes learners more confident and competent, and less anxious hence should be adapted for use in the language classroom.

In their exploration of Thai EFL learners' attitudes toward the use of mobile applications for language learning, Thedpitak and Somphong (2021) conducted an online survey with 175 first-year students at a Thai private university. The questionnaire which adapted in part the Mobile Learning Perception Scale (MLPS) proposed by Uzunboylu and Özdamlı (2011) sought to account for the extent to which Thai EFL learners use mobile applications for language learning, their attitudes towards usage, and their relationship with language proficiency. The findings revealed a positive attitude toward the use of mobile applications to enhance language learning. The mobile applications constituted an integral part of language learning and self-directed learning

in particular. In descending order, the applications were frequently used to enhance listening skills, then reading skills, vocabulary and translation, speaking skills, pronunciation, writing skills, dictionary, and grammar. Facebook was found as a favorite online learning source, followed by Instagram and Line. The applications were mostly used for language learning when in the classroom, during commuting times, while in the library, and in shopping malls and restaurants. There was no significant difference between students' attitudes toward the use of mobile applications and their language proficiencies. The researchers recommended instructors' guidance in the use of mobile applications to forestall abuses and yield effective impacts.

Chomphuchart (2017) investigated Thai university students' attitudes toward the use of the internet in learning English. The study also examined the frequency of students' use of the Internet for learning English, their perceived skills, and affecting factors. 480 students from four universities within and four outside of Bangkok participated in the research. 240 were ESL major students and the other half were from other disciplines, with 60 in each year for each of the groups. It adopted a mixed methods approach with a survey questionnaire and semi-structured interview as instruments for quantitative and qualitative data respectively. Attitudes toward the use of the internet in learning English were positive for both groups as it enhanced speedy and autonomous learning, provided authentic materials and a plethora of resources. Participants frequented the internet while at home. These were however limited by internet access and insufficient server capacity in certain geographical areas as well as field of study and computer skills. The researcher recommended the integration of the internet in the learning and teaching process.

Hasan, Younus, Ibrahim, Islam, & Islam (2020) researched the effects of new media on English language learning motivation at the tertiary level in Bangladesh. A qualitative research design was employed with focus group discussion as the instrument for data collection. Thirty English language learners from eight universities participated in the study. The results unraveled that the utility of new media in English language learning hugely motivates learners and causes paradigm shifts from dependent and passive learners to active and autonomous learners, monotonous to participatory and

confident learners. It sparks a participatory, engaging, and enthusiastic learning scenario, and complements classroom teachings. Of great significance to students' motivation to language learning were the feasibility of feedback, connection to anonymous bloggers and learning groups, audio-visual materials, and movies with English subtitles. However, demotivation was recorded by the new media's wrong and culturally inappropriate interpretation of some language contents. Access to some contents was complained to be costly. The researchers while advocating the integration of new media in language learning, advised that they be keenly monitored to curb adverse effects.

In the same light, Nesrallah and Zangana (2020) researched the impact of social media on Iraqi students who are learning English as a foreign language. They investigated the effect of using social media on college students' vocabulary achievement in a bid to encourage students to adopt modern ways of improving vocabulary mastery. The study also aimed at recommending possible ways of overcoming vocabulary problems. It was based on the hypothesis that there is an obvious difference in vocabulary achievement of students taught with the aid of social media and those taught with the traditional techniques. To achieve the aims and verify the hypothesis, they surveyed the second-year students of the Department of English at the University of Diyala. 35 students responded to the questionnaire, where the majority attested to learning new words through Google Translate and Facebook. Most of them agreed that they learn new words and enrich their vocabulary as they interact with their friends and English native speakers through social media. Findings confirmed the hypothesis that social media is an efficient instrument for vocabulary improvement. Consequently, Nesrallah and Zangana recommended that social media be integrated into the classroom and that the language of communication should be English. Students are encouraged to use social media for didactic purposes, discuss with other colleges about their lessons and activities, and adopt English as the language of communication within and outside the classroom.

In an attempt of identifying factors that motivate the use of social networks by students, Sanmamed, Carril & Sotomayor (2017) conducted a survey on 1,144 fourth-

year students from 29 secondary schools in A Coruna. Amongst other variables, it was discovered that versatility had the greatest impact on motivation for using social networks. There was a significant correlation *via positiva* between versatility in teenagers' use of social media and its usage for educational purposes. The characteristics of social networks enhance school learning that is active, creative, and cooperative. It makes for improvement of students' personal growth and interaction with people. However, a red flag was raised about the possible misuse of the media.

Al-Jarrah, Al-Jarrah, Talafhah, & Mansor (2019) undertook quantitative research on the role played by social media in developing English writing skills at the school level. They investigated students' perception of social media with regards to convenience, utility, and attitude toward using social media to accomplish tasks, as well as checked the correlation between these factors. To set towards accomplishing the task, the sample was selected through a random sampling technique and a self-made questionnaire was distributed to 132 students learning English at the secondary level in Irbid, Jordan. The collection and analysis of data were aided by the use of SPSS version 24. It was discovered that social media performs an important role in developing the writing skills of English learners at the school level. Social media enhances the learning of new words, makes learning easier as to compared to books and other texts reading, and arouses the interest of English learners towards English language learning. Students could use the platform for a long period without being hesitant and bored. The pedagogical utility of social media has the intrinsic propensity of boosting the writing motivation of students, strengthening their consciousness of the addressees and authorship of their writing, and developing their writing skills. The affordances of social media offer learners the opportunity of engaging in writing every day and foster writing and growth in this language skill both within and outside the classroom contexts.

In his exploration of students' use of Facebook in formal learning contexts, Annamalai (2017) investigated whether or not students' narrative writing is improved by teaching and learning activities in the Facebook environment. Six ESL students with mixed abilities and a teacher from a school in north Malaysia participated in the qualitative case. The instruments used were narrative writing and interview. It was

discovered that Facebook provides a convenient platform for improving writing, collaborative and engaging learning, and accessibility to various web resources. It facilitates interaction with native and proficient speakers of the English language on platforms like Facebook, Instagram, YouTube, etc. However, few participants expressed dissatisfaction concerning feedback and technology usage. The researcher recommended that teachers serve as facilitators and guides to students' online learning.

Ayuningtyas (2018) in his study of social media for academic purposes within the Indonesian context confirmed that social media offers students a wide spectrum of opportunities to grow their language proficiencies. Being in Kachru's expanding sphere of the concentric circle of Englishes, English is used and studied in Indonesia as an international language necessary for global communication and interaction. It is learned and employed by Indonesians, particularly students, as a foreign language. From this understanding, English is encountered, learned, and employed mainly in the academic environments where it is studied as subjects and courses. However, mobile phones and social media expand this scenario and enhance contact with and communication in English outside the formal learning settings. The study found out that mobile learning and social media facilitate learning anywhere and anytime, and constitute the means where English is used in concrete situations.

Balakrishnan and Lay (2016) studied the effects of students' learning styles on the use of social media for learning. Based on participatory, collaborative, and independent learning styles, they conducted an online survey with 300 Malaysian students to explore factors that affect students' intentions to use the media for learning. The outcome of the survey showed that self (i.e., social media efficacy, attitude and enjoyment), performance (i.e., perceived usefulness and flexibility), and communication functionality (i.e., interaction, collaboration, and sharing) were essential determinants of students' intent to use social media for learning in all three groups, while effort (i.e., ease of use and learning) was insignificant. Self and performance had a significant effect on students' intent regardless of their learning styles. Self was found to be most significant in participatory students than those with collaborative learning style. In a nutshell, Balakrishnan and Lay (2016) submitted that social media promotes



learning due to its ubiquity and features that permit the making of virtual study groups, sharing of ideas, and active interactions between students and teachers.

Malik, Ahmad, Aliza, and Elahi (2020) carried out a study on the facilitatory role of intrinsic motivation in the interaction between media, academic performance, and creativity. The primary objective of the study was to examine the nexus between the variables of social media, academic performance, and creativity of Millennial students. They adopted a survey design and used a questionnaire as an instrument. The population was undergraduate students in Chinese universities, while the sampling technique of non-probability convenience approach was used to get the sample of 334 students. The results of the study unraveled positive correlations between students' use of media, and academic performance with creativity. Furthermore, the mediatory role of intrinsic motivation in the interaction between students' use of social media and students' academic performance and creativity was confirmed.

Mensah and Nizam (2016), in their study on Malaysian tertiary institution students, confirmed a direct and significant impact of social media platforms on the academic performance of students. To arrive at this conclusion, they employed the services of six variables - time appropriateness, time duration, friends and people connection, nature of usage, health addiction, and security/privacy problems to determine the influence of social media on the academic performance of students. Among these six variables, a stronger significant impact was exerted on academic performance by time appropriateness and health addiction. Time management is a condition *sine qua non* for the attainment of success and avoidance of failure. Students who are bereft of proper time management are easily clawed by the negative fangs of social media. In the same vein, being completely taken by the enticing whims of social media may ensue in students' skipping of meals. This may result in malnourishment, getting sick, a decrease in academic performance, and low grades. The study, ipso facto, recommends proper time management with regard to social media usage.

On the contrary, Frederick and Run (2018) recorded a great negative influence in their survey of social media usability among Jiangsu University students in China

with regards to the purpose of usage, amount of time devoted to studies, and impact on academic output. The research showed that students resort to playing games, watching movies, scouting for online partners, and chatting during lesson sessions with social media. Some, nevertheless, use it for research and other academic purposes. Addiction to social media cuts short the time spent on studies, and negatively affects academic performance. The dominant purpose for using social media, according to the research, is the gratification of pleasurable wants. The study concluded that social media is a complementarity of opposites, with both beneficial and damaging impacts. It, then, recommended a controlled use of the media by students.

The findings of the research conducted by Heffner (2016) on the effects of social media use on Rowan University undergraduates went *via negativa*. The study aimed at discovering the effect of the use of social media on undergraduate students' academic and social life. The survey used a correlational design and had 116 participants from Rowan University. The results of the study depicted the use of social media in a negative light with regard to students' academic achievements. An increase in students' use of social media resulted in a decrease in grade point average, and vice versa. The study recommended good time management and monitoring by students concerning their duration on social media.

On motivation towards learning in the digital age, Gopalan, Bakar and Zulkifli (2020) explored the many existing motivational theories, models, and motivational questionnaires. They submitted that these theories play an important role in improving students learning performance. They noted that the theory of self-determination and Attention, Relevance, Confidence, and Satisfaction (ARCS) Model have been widely used to measure motivation for the technology-based academic environment. IMMS questionnaire, MSLQ questionnaire, SMSTL questionnaire, and SRAM questionnaire are undoubtedly ideal for assessing motivation in teaching and learning. However, there is a lack of technical factors or elements to measure learning motivation in a technology-based academic environment such as through the utilization of augmented reality in education. Also, they opined that the implementation of theories such as social cognitive theory and the expectancy theory is still in its infancy within a technology-based

academic environment. The whole idea is to look at the concepts that can develop learning motivation. Learning is a multi-layer development process that requires rules to achieve its objectives. As a result, they developed a conceptual framework that is a combination of theories as a guideline. This standard is useful in the process of learning based on technology-based academic background and serves as a guide to the difficulties of understanding and visualizing information.

In summary, the review of literature portrays contradictory perspectives on the phenomenon of social media especially as to relates academic performance. On a positive note, social media enriches vocabulary, enhances writing skills, and makes the English language learning flexible in terms of time and space. There is also proof of positive associations between students' use of media and academic performance with creativity, where intrinsic motivation becomes a mediator. Social media motivates students to learn English and makes bold the reality of world Englishes. This ensues in the need to shift from native-like ideology toward the notion of English as an international language. On the contrary, negative impacts of social media on students' academic achievements were also recorded. Social platforms are mainly used for self-gratification hence addictive. The addiction affects time management which in turn affects academic performance negatively. It can also lead to malnourishment and failing health. Furthermore, attention was drawn to the ineffectiveness of current theories of motivation towards measuring learning motivation in a technology-based academic environment. All these point to the importance of social media to education in the contemporary world and make it ad rem for more research.

## **2.5 Conclusion**

The pervasiveness and potentialities of social media have affected humanity in all its existential ramifications, and the many facets of education in particular. Within the field of language learning, researchers have established and confirmed its sweeping influence both as a means and incentive to learning a language within and outside of the classroom. It provides the content and context of language learning. Social media is home to a repertoire of learning materials and resources. This set of internet-based

applications characteristically enhances interaction and connectivity; where interaction facilitates negotiation of meaning and language acquisition (interaction hypothesis), and language learning depends on the network of connections and grows with the expanse of connectivity (connectivism). Social media breaches the spatiotemporal constraints peculiar to communication and brings the world together. The practicalities of global communication due to social media are one of the major determinants of English internationalization. The worldwide adaptation and use of English within a variety of sociolinguistic contexts ensue in variations that inform the concept of World Englishes. The internationalization of English makes learning English as a global language a necessity. This necessity together with the concomitant psychological needs of autonomy, competence, and relatedness are digitally satisfied through social media. Social media is thus laden with motivational import. The present study assumed that social media possesses the potentiality of impacting motivation by supplying the integrative and instrumental orientations toward language learning, and which could be intrinsically or extrinsically manifested. Therefore, subsequent chapters will then be devoted to making and analyzing findings on the impact of social media on motivation towards learning English as a global language.



## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

This chapter gives a detailed discussion of the research design process and the methodological approach of the study. It fundamentally relies on the research objectives and questions as a guide on the choice of design and method. On a more precise note, it explains the appropriateness of the convergent parallel mixed methods research approach to the current study. The chapter identifies the population and sample and sets procedures for data collection and analysis. It employs distinct procedures for the quantitative and qualitative approaches. It describes the adopted measures necessary for the validity and reliability of the study. Finally, the chapter points out the ethical considerations of the study.

#### 3.1 Research Design

Research design is a planned sequence of processes undertaken towards answering the research questions. It is a type of inquiry within a qualitative, quantitative, and mixed methods approach that provides specific direction for procedures in a research project (Creswell, 2014). It is intended to provide an appropriate framework for a study. A very significant decision in the research design process is the choice to be made regarding the research approach since it determines how relevant information for a study will be obtained (Sileyew, 2019). However, the research design process involves many interrelated decisions from the choice of type of research design to methods, instruments, and processes of collecting and analyzing data.

The present study employed a convergent parallel mixed-methods design. Mixed methods design merges quantitative and qualitative data to provide a more comprehensive analysis of the research problem. It also embellishes the study with the complementarity of two different perspectives – objective and subjective, statistical and

thematic. While the objective data in numeric form are statistically analyzed, the subjective data in coded form are thematically analyzed. The integration of quantitative and qualitative approaches overcomes individual weaknesses and utilizes the strengths of each; and improves understanding of the data which might be missed when using a single approach (Creswell and Plano Clark, 2007). This gives a clearer picture of the research findings and provides strong evidence for conclusions.

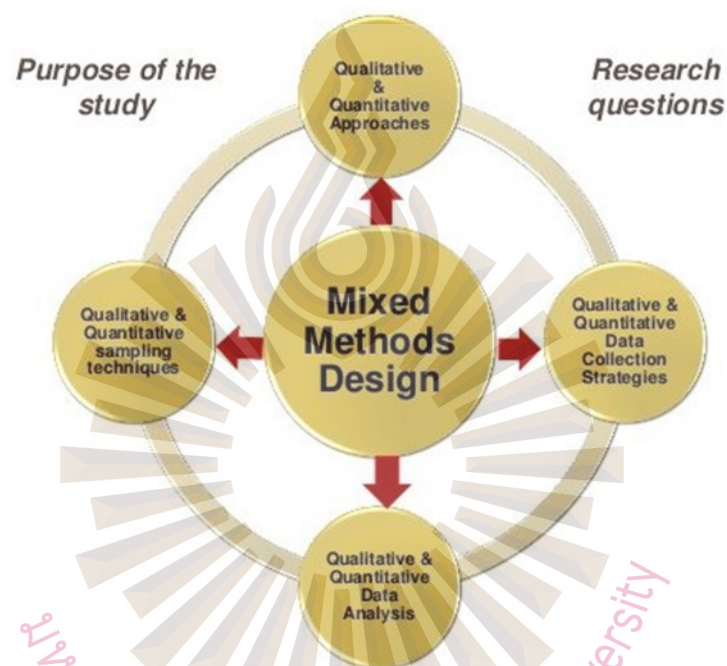


Figure 3.1: Mixed Methods Design

Source: Creswell, 2014

Specifically, in the convergent parallel mixed methods design, both forms of quantitative and qualitative data are typically collected at roughly the same time and the information is integrated into the interpretation of the overall results. Contradictions or incongruent findings are explained or further probed in this design (Creswell, 2014). The design is founded on the philosophical worldview of pragmatism which encourages a plurality of reality and approach.

This study consisted of a series of well-structured questionnaires and semi-structured interviews for quantitative and qualitative data collection respectively. The

questionnaire was designed and content validity was checked through the Item Objective Congruence (IOC) Index by three experts. It was then pilot-tested before distribution to the sample population. Its statistical data were collected and analyzed accordingly while qualitative data were gotten through semi-structured interviews. The quantitative and qualitative data were collected at roughly the same time and complementarily reviewed.

The research processes are schematically represented as below:

Table 3.1 Design

S/N	Research Steps	Participants	Organization/People Involved
1.	Questionnaire design	The Researcher	3 Experts for IOC
2.	Pilot-test	A group of 30 students from the English Language Institute	Rangsit University
3.	Questionnaire improvement	The researcher	-
4.	Ethical clearance	The Researcher	Human Research Ethics Committee, Rangsit University
5.	Questionnaire distribution to the targeted population	270 English Department students	Rangsit University
6.	Semi-structured interviews	12 volunteers from English Department	Rangsit University
7.	Data analysis	1. Questionnaire 2. Semi-structured interviews	1. Mean and frequency 2. Content analysis
8.	Reporting	The researcher	

## 3.2 Research Site

This research was conducted at Rangsit University, Thailand. Rangsit University is a private higher education institution situated at 52/347 Muang-Ake Pahonyontin Road, Lak Hok Subdistrict, Muang District, Pathum Thani Province, Thailand. The university runs both Thai and international programs where courses are taught in English. As at the time of this research, it offered 83 bachelor's degrees, 36 master's degrees, and 11 doctorate degrees, totaling 130.

The Department of English is within the Faculty of Liberal Arts. Its Bachelor of Arts program is a 4-year course with 138 credits. The program is aimed at producing graduates who possess knowledge both of the English language and in a professional field and can integrate these two areas of knowledge as a basis for a career in both the government and private sectors. It seeks to produce graduates with the capability of pursuing higher education in English both in educational institutions at home and abroad.

## 3.3 Population and Sample

### 3.3.1 Population

In the light of Parahoo's (2016) definition of population as the total number of units from which data can be potentially collected, this study had the undergraduate students of the English Department, Rangsit university as its population. The total number of undergraduates in the department was 802. The target population was so selected because they studied the English language as well as made use of various social media platforms. There was bound to be an interaction between these two different courses of action which may influence students' motivation toward their academic pursuit.



### 3.3.2 Sample

A sample in a research study is a collection of items, objects, or people taken from a population of interest for measurement. It is a subset of the target population (Turner, 2020). To select the sample for this study, a random sampling technique with homogeneous characteristics was employed. This implies that all undergraduate students of the Department of English had an equal opportunity of being part of the sampling process since they were active students and on social media platforms. Attention was not given to any other characteristics such as academic performance.

The sample size for students was calculated based on Yamane's formula (Yamane, 1967)

$$n = \frac{N}{1+N(e)^2} \quad (3-1)$$

Where, n = the sample size

N = the population size

e = error of 5 percentage points (the level of precision)

With an error of 5% and confidence coefficient of 95%, the calculation from a population of 802 gave a sample of approximately 267 students as below:

$$n = \frac{802}{1+802(0.05)^2} \quad (3-2)$$

=267 approx.

A round number of 270 undergraduates however constituted the sample. The sample size was sufficient as determined by Yamane's formula, and the sample was a good representative of the population as the random sampling technique forestalled any form of bias.

### 3.4 Research Instruments

The study employed two distinct research instruments based on quantitative and qualitative approaches to collect data. For the quantitative approach, a well-

structured questionnaire was used as the research instrument. The questionnaire consisted of 35 closed-ended questions and 5 open-ended statements. It was divided into two basic parts. The first part comprised the expression of consent to participate in the research and demographic questions like student level and first language. The second part included psychographic questions on the 5 social media platforms – Facebook, YouTube, Line, Facebook Messenger, and Instagram, framed with a Likert scale of 1-5 and a bipolar scale that stretches from strongly agree to strongly disagree range (Table 3.2). Each platform had 7 close-ended questions and an open-ended question that granted respondents the leverage of going beyond anticipated answers.

Table 3.2 Likert scale

<b>Perspectives</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Scores</b>	5	4	3	2	1

The questionnaire was constructed to reflect essential features and affordances peculiar to each of the social media platforms. The construction process was guided by the adopted theories.

On the other hand, a semi-structured interview was used as the research instrument for qualitative data collection. This was an exploratory interview with a guide set prior to the interview and a focus on core topics that provide general structure, but with allowance for topical trajectories during the conversation (Magaldi and Berler, 2020). It was flexible and versatile and gave insights into subjective experiences, opinions, and motivations (Busetto, Wick & Gumbinger, 2020). Guiding questions for the interview included the following:

- 1) Could you tell me how you use social media?
- 2) Which social media platforms are you using?
- 3) Which platform do you frequent?
- 4) Which of these social media platforms is most beneficial to your studies?
- 5) How does it benefit you?

## 3.5 Validity and Reliability

### 3.5.1 Validity

To ascertain the validity of the research instruments, the questionnaire and interview questions were sent to three content experts from Rangsit University (Appendix C) for Item Objective congruence (IOC). Each of them had to rate every item on the instruments according to a three-scale range of +1, 0 and -1 as they corresponded to their opinions towards content validity. Following Turner and Carlson (2003), the scale was interpreted as follows:

- +1: If an item clearly measures a stated objective.
- 0: If the degree to which an item measures a stated objective is unclear.
- 1: If an item does not clearly measure a stated objective.

After the evaluation of items by experts, the ratings were combined to give indexes of item-objective congruence. Each questionnaire item measured only one of the three objectives. Thus, a unidimensional item congruence index (U-IOC) was adopted to check the congruence between the content of a single questionnaire item and an objective it was intended to measure (Sukamolson and Sitti, 2019). The IOC was computed with the aid of a calculation program developed by Sukamolson and Sitti (2019).

From the calculation, items with the least U-IOC scored 0.83. The U-IOC for the whole questionnaire was 0.99 and that of the entire semi-structured interview questions was 0.93. The thumb rule for validity has it that for an item to be considered acceptable, its U-IOC should be equal to or above and not less than 0.75; and for the entire instrument, it should be greater than 0.75 (Sukamolson and Sitti, 2019). Thus, with the U-IOC of 0.99 and 0.93 for questionnaire and semi-structured interview respectively, the research instruments were considered valid.

### 3.5.2 Reliability

With content validity ascertained by experts, the questionnaires were sent out for pilot testing to ensure reliability. A pilot test was conducted with a convenience sample of 30 participants from the English Language Institute, Rangsit University. The responses were collected, and Cronbach's alpha ( $\alpha$ ) was employed to check the coefficient of reliability of the questionnaire. Using SPSS, the alpha coefficient for the 35 items was 0.925. This presupposes that the items had very high internal consistency as enunciated in Cronbach's alpha rating scale (Table 3.3).

Table 3.3 Rating scale

Alpha Coefficient Range	Internal consistency
$\geq 0.9$	Excellent
$\geq 0.8$	Good
$\geq 0.7$	Acceptable
$\geq 0.6$	Questionable
$\geq 0.5$	Poor
$\leq 0.5$	Unacceptable

Source: George & Mallery, 2003

### 3.6 Data Collection

The collection of data occurred in tripartite stages. The first phase was asking for permission; where the researcher got a request letter sent to the Dean of Liberal Arts Faculty, Rangsit University to that effect (Appendix B).

Recruitment of research participants and seeking informed consent constituted the second phase. These exercises were enhanced by the staff of the department of English and carried out online via Line and Zoom applications. The researcher sent the participant information sheet (Appendix I) through the staff as well.

The last phase was conducting interviews and, questionnaire distribution and collection. The questionnaire was made using Google form, then shared and completed online by respondents via the social media platform, Line. The questionnaire link was sent to participants through the departmental staff. The returning rate was quite impressive as the number submitted exceeded the benchmark of 267. For the semi-structured interviews, Line and Zoom applications were used. It is pertinent to note that the highest ethical standards were upheld during the data collection.

### **3.7 Data Analysis**

Data collected were logically assessed to investigate each piece of information gathered. The analysis efficiently caused the results, conclusion, and recommendations accordingly. Evaluations were devoid of partial methodologies and influences.

#### **3.7.1 Quantitative Data Analysis**

Quantitative data answering what and how of the impact of social media on motivation towards studying English were collected through questionnaire and analyzed using Statistical Program for Social Sciences (SPSS) version 21. This program was chosen because of its compatibility with most other software packages and its user-friendliness towards data analysis (Field, 2009). Descriptive statistics like frequencies, percentages, mean and standard deviation were the most suitable statistics for the quantitative data analysis. The demographics which had nominal data were statistically analyzed using frequency and percentage. The second part of the questionnaire which had ordinal data was analyzed by means of frequency and percentage, and the mean and standard deviation of groups of ideas on each platform were checked. Mean and standard deviation was used because a series of items were combined to measure particular traits peculiar to each of the platforms (Boone, H. & Boone, D., 2012; Sullivan & Artino, 2013). Mean scores were interpreted by a range of scores and levels (Table 3.4). Mean scores of groups of ideas for each platform were ranked, and the ranking was confirmed by the Friedman test.

Table 3.4 Likert scale range explanation

Level	Very low	Low	Moderate	High	Very high
Mean score	0.00 – 1.50	1.51 – 2.50	2.51 – 3.50	3.51 – 4.50	4.51 – 5.00

Source: Latif et al., 2017

### 3.7.2 Qualitative Data Analysis

Qualitative data analysis is an iterative and circular process that moves between questions, data, and meaning. To make meaning from the qualitative data gotten from the semi-structured interview, this study adopted the content analysis technique which entails in-depth analysis by looking at the idea expressed, categorizing themes, and grouping similar themes. It enhanced the transition from raw interview data to categories and meaningful concepts. The qualitative research focused on making meaning of the data gathered.

The collected qualitative data from the interviewees were analyzed using Lichtman's (2013) three Cs of data analysis: coding, categorizing, and concepts. To achieve this, the following procedural steps were undertaken:

- 1) The initial coding which involved going from responses to summary ideas of the responses. Coding entailed connecting the raw data with theoretical terms, thereby making the raw data sortable (Busetto, Wick & Gumbinger, 2020).
- 2) The initial coding was revisited.
- 3) An initial list of categories was developed.
- 4) The initial list of categories was modified based on additional rereading.
- 5) The categories were revisited and subcategorized.
- 6) Finally, there was a transition from categories to concepts.

This was a process of selecting ideas/codes, categorizing them, systematically relating categories to other categories, filling in categories that needed further refinement and development, and then the emergence of concepts. This can schematically be represented as follows:

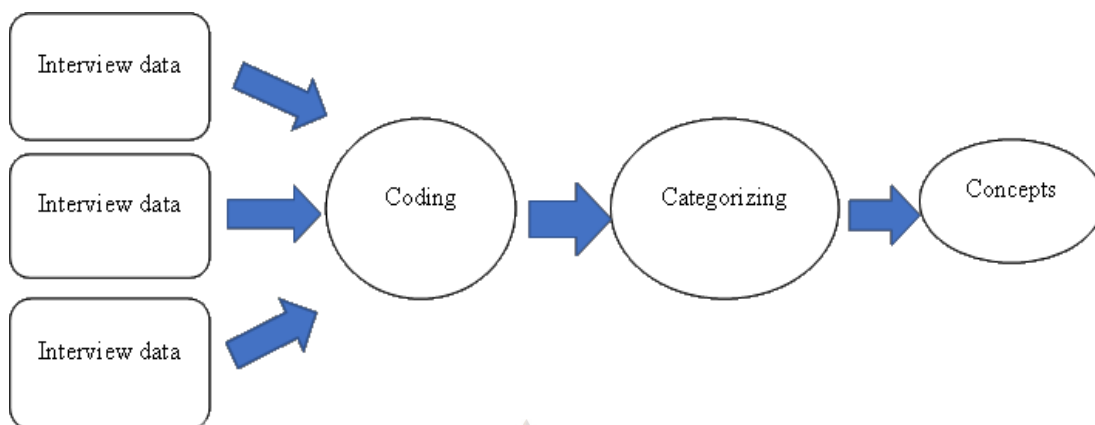


Figure 3.2 Three Cs of Data Analysis: Coding, Categorizing, Concepts

Source: Lichtman, 2012.

An example of the adoption of the three Cs analytical steps is illustrated as below: Interviewee 1: “I’ve got a chance to know very good teachers, and they have influenced me a lot”.

Interviewee 2: “Social media provides an international environment where one can easily contact proficient English speakers from different countries. I watch TED and other English teaching channels on YouTube”.

Interviewee 3: “I follow English-related sites, channels, pages, and accounts that post English quotes, words, and idioms. Watching English films helps improve my English listening and speaking skills”.

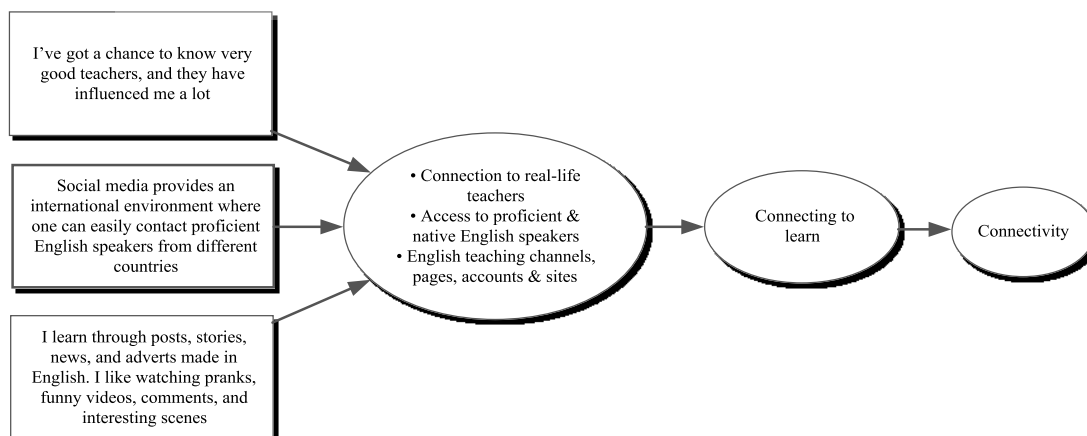


Figure 3.3 Example of the 3Cs Step

The aforementioned procedures were undertaken in the analysis of both data as would be seen in the next chapter.

### **3.8 Ethical Consideration**

Data collection ought to be ethical, respecting individuals and sites. Therefore, to ensure that the study was conducted acceptably, the following ethical issues were taken into consideration.

#### **3.8.1 Approval**

The study was approved by the Ethics Review Board of Rangsit University and given the certificate number: COA. No. RSUERB2021-036 (Appendix A). Approvals from all necessary quarters were gotten before the commencement of the participants' recruitment process (Appendix B).

#### **3.8.2 Clear Identification and Information**

The researcher gave clear details of himself and the study to the participants. The questions posed were simple and without bias.

#### **3.8.3 Autonomy**

Participants were fully briefed on the research objectives and their informed consent was freely sought and obtained before participation. These were clearly stated in the participant information sheet (Appendix I). They were free to skip any particular items in the questionnaire that was discomforting and on platforms they did not patronize, and to withdraw at any point during the study. Their participation was devoid of coercion.



### 3.8.4 Anonymity and Confidentiality of the Participants

The anonymity of the research participants and confidentiality of their views were strictly followed by the researcher. All information gathered remained anonymous and was not made available to other people. Also, the confidentiality of participants' opinions and their identities were maintained through the use of the number system.



## CHAPTER 4

### RESEARCH RESULTS

This chapter reports the findings from the analysis of data gathered. Due to the mixed-method research design adopted, the results were from two types of data – quantitative and qualitative. The quantitative data were garnered from a survey questionnaire, and qualitative data were gotten from the semi-structured interview. The former was statistically analyzed using SPSS and presented in frequency, percentage, mean, and standard deviation (S.D); while the latter underwent content analysis according to Lichtman's (2012) three Cs of data analysis. The findings address the three research questions of the study:

- 1) What is the impact of social media on students' motivation towards learning English as an international language?
- 2) How does social media impact students' motivation towards learning English?
- 3) Which of the social media platforms is most effective on students' motivation?

#### 4.1 Findings from the Questionnaire Responses

Quantitative findings were collected through a self-administered questionnaire which was divided into two main parts. The first part was the expression of consent and demographics which asked about participants' social media usage status, undergraduate level, and first language. The second part had psychographic questions constructed to account for the impact of social media on students' motivation towards learning English as an international language, and which platform is most effective. It was subdivided into 5 sections based on the first five most used social media platforms in Thailand –

Facebook, YouTube, Line, Facebook Messenger, and Instagram. Each section had 7 closed-ended questions and an open-ended question, thereby making 40 questions in all. The survey questionnaire was rated by a 5-point Likert scale. Each statement had: Strongly Agree (5); Agree (4); Neutral (3); Disagree (2) and Strongly Disagree (1). The frequency of all statements was computed, and the mean and S.D of groups of ideas were checked. Findings from the five platforms were a combination of responses to both close-ended questions and open-ended questions.

#### 4.1.1 Demographic Profile of Participants

Using a random sampling technique, a total number of 270 undergraduates of the Department of English responded to the survey questionnaire. As shown in Table 4.1, 62 of the participants were freshmen, 45 were sophomores, 68 were juniors, and 94 were seniors.

Table 4.1 Participants' Grade Level

Grade Level	Frequency	Percentage
1 <sup>st</sup> Year	63	23.3%
2 <sup>nd</sup> Year	45	16.7%
3 <sup>rd</sup> Year	68	25.2%
4 <sup>th</sup> Year	94	34.8%
Total	270	100%

A look at Table 4.2 shows that majority of the participants had Thai as their first language (242 in number which accounts for 89.6 percent). While 18 participants (6.6 percent) had Chinese as a first language and 7 had English (2.6), one participant each had German (0.4 percent), Mon (0.4 percent), and Myanmar (0.4 percent).

Table 4.2 Participants' First Language

First Language	Frequency	Percentage
English	7	2.6%
Thai	242	89.6%
Chinese	18	6.6%
Mon	1	0.4%
German	1	0.4%
Myanmar	1	0.4%
Total	270	100%

It is pertinent to note that all participants were active social media users. Social media status constituted the exclusion criterion as those who were not on any social media platforms could not form part of the sample. However, the exit question received a positive response from all.

#### 4.1.2 Facebook

The seven items on Facebook were framed with a bipolar scale that stretches from strongly agree to strongly disagree range on a 5-point Likert scale. The frequency of responses was checked according to the scores of five as represented in the bar graph below (Figure 4.1).

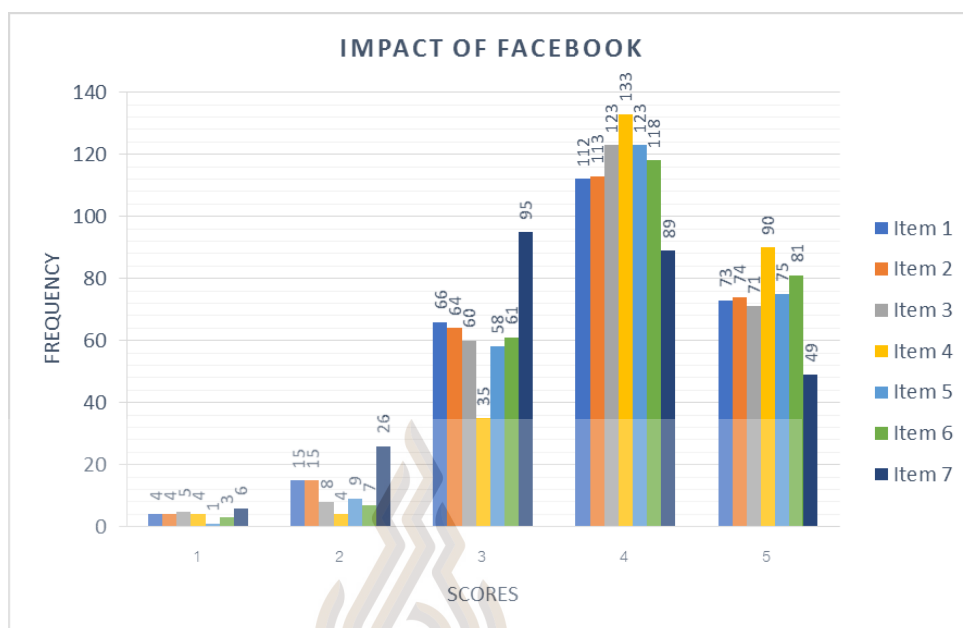


Figure 4.1 Impact of Facebook on motivation

Overall, score 4 which represents agree had the highest frequency, fluctuations notwithstanding. At the peak of scores 5 and 4 is item 4: I learn new English words, expressions, and quotes through Facebook posts with 49.6 and 34.2 percent of responses respectively. This item had the highest impact. Second on score 5 and fourth on score 4 with 30.3 and 44.2 response percentage is item 6: Facebook gives me a sense of connection and integration with the English-speaking world. Third on the rating of 5 and second in 4 is item 5: Facebook helps me to connect with English experts and sites with 28.2 and 46.2 percent of responses. Sharing the second place on score 4 is item 3: Facebook makes English learning interesting and fun with a 46.1 response percentage. From these top items, it is deducible that Facebook boosts learners' vocabulary and language skills, gives a sense of relatedness and integration, enhances connectivity, and facilitates motivation by making learning fun (Table 4.3).

Table 4.3 Top Items on Facebook

Top Items	Concepts	$\bar{X}$	SD	Level
4. I learn new English words, expressions, and quotes through Facebook posts	Language skills	4.017	0.827	High
6. Facebook gives me a sense of connection and integration with the English-speaking world.	Relatedness			
5. Facebook helps me to connect with English experts and sites	Connectivity			
3. Facebook makes English learning interesting and fun	Facilitation			

Note: score interpretation of impart 0.00 – 1.50 = very low, 1.51 – 2.50 = low, 2.51 – 3.50 = moderate, 3.51 – 4.50 = high, 4.51 – 5.00 = very high (Latif et al, 2017).

Other items included 1: I became inspired to learn English through my use of Facebook, 2: Facebook offers me the opportunity of using English in real-life situations, and 7: Facebook is the best channel for me to learn English. These were followed by an open-ended question that asked other ways participants were motivated by Facebook in their learning.

Table 4.4 Open-ended Question on Facebook

Coding	Categories	Concepts
(39) <ul style="list-style-type: none"> <li>Acquisition of new English words and phrases</li> <li>Clarification of unfamiliar words</li> <li>Provision of basic sentence structures</li> </ul>	Grammar and vocabulary	Language skills
(22) <ul style="list-style-type: none"> <li>Chats with foreign friends</li> <li>Encounters with different mindsets</li> <li>Experience of various modes of expression</li> </ul>	Social and cognitive connectedness	Relatedness

Table 4.4 Open-ended Question on Facebook (cont.)

Coding	Categories	Concepts
(18) <ul style="list-style-type: none"> <li>English learning groups and pages</li> <li>Teachers on Facebook</li> <li>News, articles and adverts</li> <li>Story and vocabulary games</li> <li>videos, movies, and Livestream</li> <li>Posts, comments, memes, and captions</li> </ul>	Learning as a process of connecting specialized nodes	Connectivity
(12) <ul style="list-style-type: none"> <li>Posts with higher English proficiency trigger learning and the urge to attain such expertise</li> </ul>	Need for competence	Competence
(11) <ul style="list-style-type: none"> <li>Daily learning of English</li> <li>Greater use of English</li> <li>Encouragement to use of English</li> </ul>	Active engagement	Facilitation

Table 4.4 shows the subjective views of 102 participants on other ways Facebook inspired their English learning journey. 39 posited that they acquire and clarify new words, phrases, and grammatical structures through their use of Facebook. 22 possessed a sense of relatedness through chats with foreigners. 18 asserted that the use of Facebook ensues in exposure to and appreciation of English usage as well as connection with English experts and sites. 12 stated that posts beyond their English level induce learning and stir the urge to attain such proficiency. 11 averred that Facebook enhances daily and greater use of English. These positions were conceptualized as language skills, relatedness, connectivity, competence, and facilitation. Except for the concept of competence, others corresponded with the top ideas from the closed-ended questions.

A blended result had it Facebook enhances language skills, relatedness, connectivity, and facilitates motivation. The strength of Facebook is that it allows random searching and adding of other users as friends, creating and joining of common interest groups, and engagement in private chats. Users can update their profiles, timeline, and stories at will and are equally notified when their friends and other users do the same thereby keeping them constantly updated. Its weakness with regards to

stimulation of motivation towards learning English lies in the fact that learners most often do not explicitly connect to learn but implicitly learn by connecting.

#### 4.1.3 YouTube

The frequency of responses on the impact of YouTube was collectively on a strongly agree rating, that is, at score 5 (Figure 4.2). A pointer to its high efficiency on motivation and English learning.

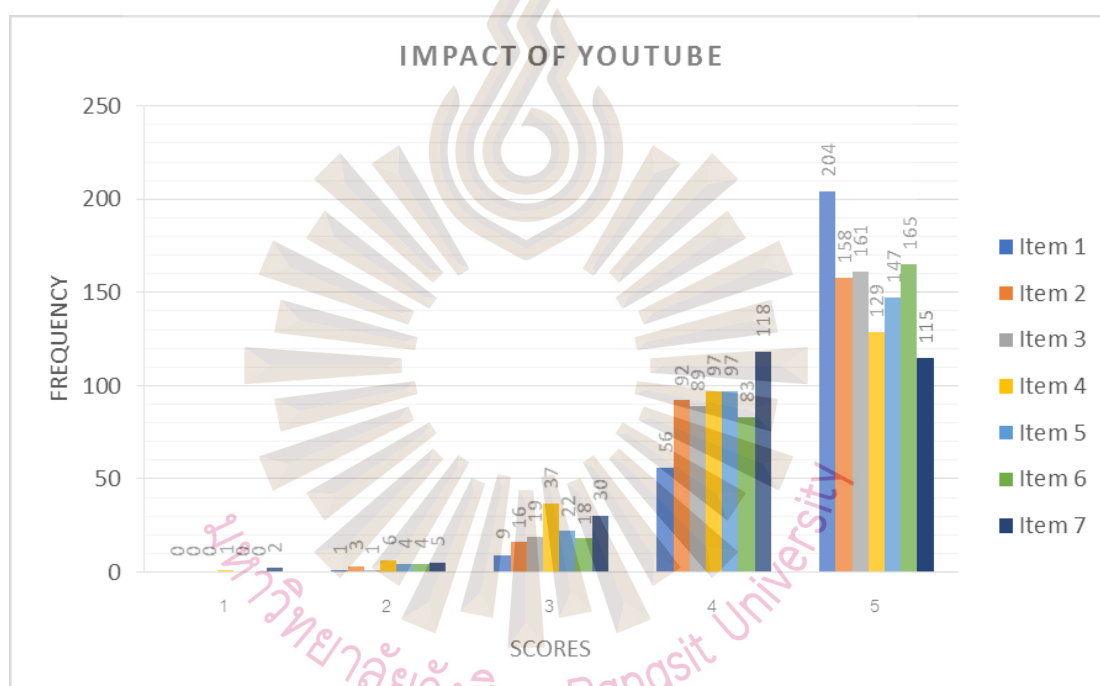


Figure 4.2 Impact of YouTube on motivation

At the summit of it all was item 1: I learn English by going through song lyrics and movie subtitles on YouTube with a 75.6 response percentage at the score of 5. Next was item 6: I learn to be a good English speaker through YouTube channels with 61.1 percent of responses at the rating of 5. Then item 3: I feel more confident to listen to English speeches after using YouTube with a 59.6 response percentage; and item 2: YouTube videos minimize my fears of pronouncing English words with a 75.6 response percentage at the score of 5. Inferring from these top four items, YouTube promotes daily autonomous learning, practice, and use of English through connection to various



sources of information, improves language skills, and increases learners' confidence and competence.

Table 4.5 Top Items on YouTube

Top Items	Concepts	$\bar{X}$	SD	Level
1. I learn English by going through song lyrics and movie subtitles on YouTube	Autonomy	4.563	0.634	Very High
6. I learn to be a good English speaker through YouTube channels	Language skills			
3. I feel more confident to listen to English speeches after using YouTube	Confidence			
2. YouTube videos minimize my fears of pronouncing English words	Competence			

Other items 5: The authentic materials in YouTube videos help me better understand the lessons, 4: YouTube videos capture and retain my attention during lectures, and 7: My motivation to learn English is mostly enhanced by YouTube, were significantly impactful. Analysis of the open-ended question was as follows.

Table 4.6 Open-ended Question on YouTube

Coding (30)	Categories	Concepts
<ul style="list-style-type: none"> <li>• English teaching channels</li> <li>• Contents, descriptions, vlogs, documentaries</li> <li>• videos, movies, songs, game casting, podcasts</li> <li>• Subtitles, lyrics, interviews</li> <li>• Proficient and native English-speaking YouTubers</li> <li>• Idols, influencers, adverts</li> </ul>	Learning as a process of connecting specialized nodes	Connectivity

Table 4.6 Open-ended Question on YouTube (cont.)

Coding	Categories	Concepts
(24) <ul style="list-style-type: none"> <li>• Daily learning and practice of English</li> <li>• Makes learning easy and fun</li> <li>• Increases urge to use English</li> <li>• Mobile library</li> <li>• Visual aids</li> </ul>	Active engagement	Facilitation
(21) <ul style="list-style-type: none"> <li>• Pronunciation boost</li> <li>• Exposure to various accents</li> <li>• Improves speaking, listening, reading, and writing skills</li> </ul>	Speaking, listening, reading, and writing skills	Language skills
(18) <ul style="list-style-type: none"> <li>• Plethora of options</li> <li>• Liberty of choice</li> <li>• Learning at an individual's pace</li> </ul>	Flexibility	Autonomy
(12) <ul style="list-style-type: none"> <li>• Scenarios where the right frame of words are used</li> <li>• Cultural and contextual use of language</li> <li>• Professional related knowledge</li> </ul>	Contexts	Pragmatics

105 participants responded to the open-ended question on YouTube, and their opinions were as portrayed in Table 4.6. 30 asserted that YouTube provides various information sources that make English acquisition and learning spontaneous with the connection. 24 submitted that the platform boosts the passion to use English, and makes daily learning and practice easy and fun. 21 were of the view that it enhances correct pronunciation, exposure to various accents, and basic language skills. 18 lauded its wide array of options with freedom of choice at learners' pace. For 12 others, YouTube provides scenarios where English is used in its right frames according to culture and context. The subjective opinions of participants shared the same concepts as the result of close-ended questions besides pragmatics and facilitation.

A synergy of both results unraveled that YouTube promotes connectivity, autonomy, language skills, confidence, competence, and facilitates motivation and pragmatics. The popularity of YouTube amongst learners rests on the fact that it is a video-sharing website that allows originally-created videos to be shared, discovered,

and viewed across the globe. It is an important distribution channel for creators and marketers of original content on both large and small scales. It makes available everything learners want, in the way they want it, and at no cost.

#### 4.1.4 Line

Participants mostly agreed to all items on Line application. This made 4 (agree) the most occurring score on the scale (Figure 4.3).

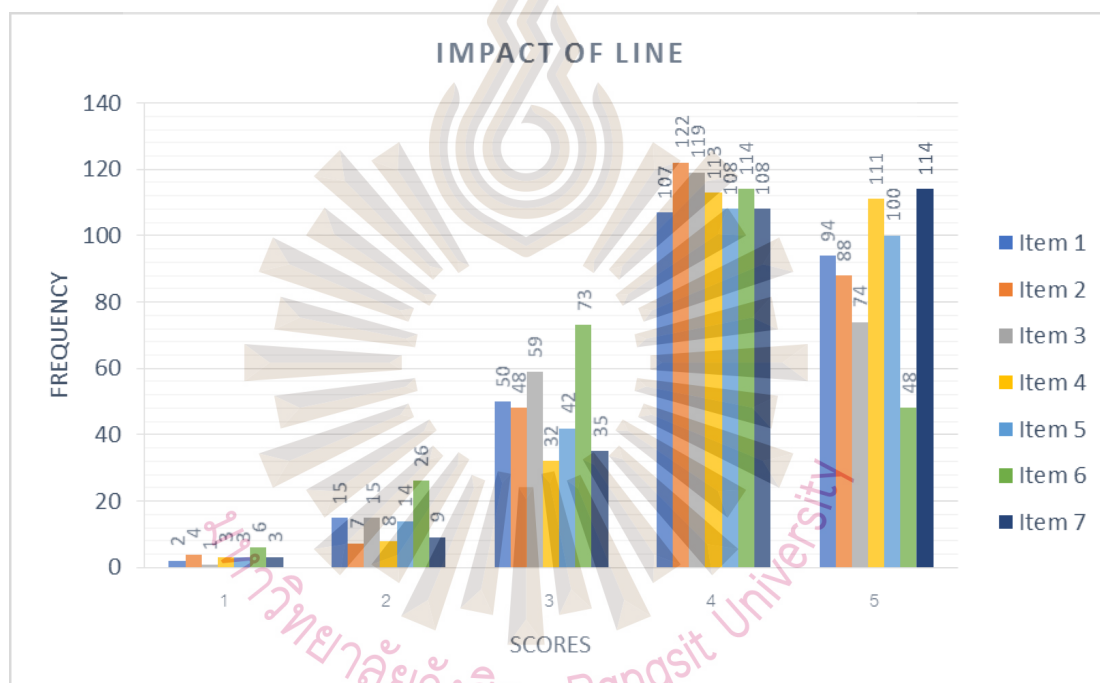


Figure 4.3 Impact of Line on motivation

The topmost item at the extreme right was 7: Chatting with proficient English-speaking friends on Line inspires my learning of English with a 42.4 response percentage on score 5 and 40.2 on score 4. Next in line was item 4: Line makes our teachers more approachable with 41.6 and 42.3 percent of responses on scores 5 and 4 respectively. Then item 5: I try to understand all the English I see and hear on Line with 37.5 and 40.4 response percentages on scores 5 and 4 correspondingly. Also impactful was item 1: Contact with unfamiliar English words during chats raises my curiosity towards their meaning with 35.1 and 39.9 response percentages on ratings of 5 and 4

respectively. These top items unraveled that interaction with proficient English speakers exposes learners' language level and induces the need for improvement which culminates in competence. The interactive feature of Line makes for more collaborative learning. The curiosity to know the meanings of unfamiliar words and phrases builds learners' vocabulary and grammar.

Table 4.7 Top Items on Line

Top Items	Concepts	$\bar{X}$	SD	Level
7. Chatting with proficient English-speaking friends on Line inspires my learning of English	Competence	4.126	0.886	High
4. Line makes our teachers more approachable	Collaboration			
5. I try to understand all the English I see and hear on Line	Language skills			
1. Contact with unfamiliar English words during chats raises my curiosity towards their meaning	Interaction			

Other items comprised item 2: Constant chats using English make me overcome the fear of conversing in English, item 3: Line gives realistic awareness of my progress in English proficiency, and item 6: I enjoy learning English through Line. The subjective views of participants were also considered and analyzed as in the next paragraph.

Table 4.8 Open-ended Question on Line

Coding	Categories	Concepts
(23) <ul style="list-style-type: none"> <li>• Contact channel with foreign professors and classmates</li> <li>• Chat with friends in English</li> <li>• Familiarization with English through Line usage</li> </ul>	Acquisition through interaction	Interaction

Table 4.8 Open-ended Question on Line (Cont.)

Coding	Categories	Concepts
(19) <ul style="list-style-type: none"> <li>Platform for testing English learning ability</li> <li>Triggers the need for proficiency</li> </ul>	Need for competence	Competence
(16) <ul style="list-style-type: none"> <li>New words and phrases</li> </ul>	New words and sentence structure	Grammar and vocabulary
(15) <ul style="list-style-type: none"> <li>Posting and reading posts in English</li> <li>Easy use of new English words</li> <li>Encourages the use of language</li> </ul>	Active engagement	Facilitation
(14) <ul style="list-style-type: none"> <li>Enhance speaking fluently</li> <li>Promote reading and writing in English</li> <li>Improves listening ability</li> </ul>	Speaking, listening, reading, and writing skills	Language skills

The open-ended question on Line was answered by 87 participants as shown in Table 4.8. 23 responded that they familiarize themselves with the use of English through Line which is mostly the main medium of communication with teachers, classmates, and some friends. 19 answered that it aids in ascertaining ones' English level and induces the passion to converse better and more naturally. 16 asserted that they boost their vocabulary due to curiosity over meanings of strange words and phrases encountered during conversations. 15 stated that makes for easy usage of new English words in particular and language use in general. 14 submitted that it promotes the four main language skills. Concepts from the open-ended question include interaction, competence, grammar and vocabulary, facilitation, and language skills.

Combining both results, the ensuing concepts comprise competence, collaboration, language skills, interaction, and facilitation. Line application allows the sending of instant one-on-one and group texts to friends, voice and video calls, and expression of self through stickers and emoticons. It permits the making, sharing, and exchange of live videos, contacts, voice messages, photos, and location information thereby enhancing collaboration among learners, and with teachers. Users only add

friends through user ID, phone number, and scanning QR code which makes it impossible to randomly add strangers and foreigners. Friends are usually limited to those already known, whose contacts were shared, or contacted through other media. Its limited coverage affects the stimulation of motivation towards learning English but enhances collaboration.

#### 4.1.5 Facebook Messenger

The frequency of responses on the impact of Facebook Messenger was collectively on a score rating of 4 (Figure 4.2). This implies that most participants agreed to the items measuring the impact of Facebook Messenger.

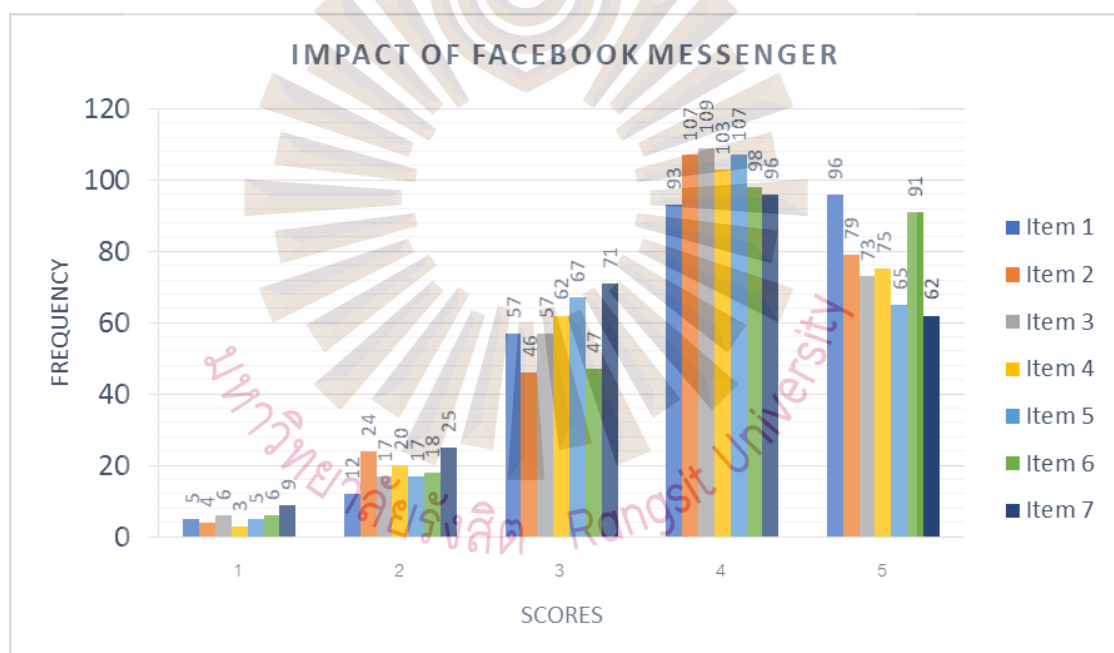


Figure 4.4 Impact of Facebook Messenger on motivation

As shown in the bar graph, the most impactful item was 1: Facebook Messenger affords me the opportunity of meeting and conversing with many and varied people across the globe using English with 36.5 and 35.4 response percentages on the rating of 5 and 4 respectively. Closely rated with 35.0 and 37.7 response percentages on scores 5 and 4 correspondingly was item 6: I try to understand all the English I see and hear on Messenger. A steep down the line was item 2: I acquire new words and sentence

structures from my Facebook Messenger chats with 30.4 and 41.2 response percentages on the rating of 5 and 4 accordingly. Then item 4: Facebook Messenger gives realistic awareness of my progress in English proficiency with 28.5 and 39.2 response percentages on the rating of 5 and 4. From these ratings, it is deducible that Facebook Messenger provides an international environment for connection and interaction, enhances language skills and self-confidence by offering realistic awareness of proficiency.

Table 4.9 Top Items on Facebook Messenger

Top Items	Concepts	$\bar{X}$	SD	Level
1. Facebook Messenger affords me the opportunity of meeting and conversing with many and varied people across the globe using English	Connectivity	3.930	0.886	High
6. I try to understand all the English I see and hear on Messenger.	Language skills			
2: I acquire new words and sentence structures from my Facebook Messenger chats.	Interaction			
4: Facebook Messenger gives realistic awareness of my progress in English proficiency	Confidence			

Other items in their order of impact consist of 3: I feel more motivated to communicate in English after using Facebook Messenger, 5: My Facebook Messenger friends are a great source of inspiration to me, and 7: Facebook Messenger best inspires me to learn English. The open-ended question was analyzed thus.

Table 4.10 Open-ended Question on Facebook Messenger

Coding	Categories	Concepts
(29) <ul style="list-style-type: none"> <li>• Emoji, news, stories</li> <li>• English teaching channels,</li> <li>• Access to proficient speakers from different countries</li> </ul>	Learning as a process of connecting specialized nodes	Connectivity
(17) <ul style="list-style-type: none"> <li>• Dares to speak in English</li> <li>• Daily usage and learning of English</li> <li>• English conversation practice</li> </ul>	Active engagement	Facilitation
(12) <ul style="list-style-type: none"> <li>• Improvement of communication skills</li> <li>• Recalling of words and phrases</li> <li>• Correct spelling of words</li> </ul>	Speaking, listening, reading, and writing skills	Language skills
(12) <ul style="list-style-type: none"> <li>• Chats with foreign teachers and friends</li> </ul>	Acquisition through interaction	Interaction

The open-ended question on the impact of Facebook Messenger received 83 responses. As outlined in Table 4.10, 29 respondents asserted that FB Messenger grants access to various English teaching channels and contents as well as proficient speakers from different countries. 17 believed that it challenges them to speak English and enhances learning, practice, and usage of English. 12 said that it improves communication skills, promotes correct spelling and recollection of words and phrases. 12 others submitted that Facebook Messenger enhances the acquisition of vocabulary and language through chats with foreign teachers and friends. The concepts thereof were connectivity, facilitation, language skills, and interaction.

A blend of both results gives connectivity, language skills, interaction, confidence and facilitation. Facebook Messenger enables the creation of personal accounts with a public profile, adding of other users as friends, and exchange of information. Users can text and make audio and video calls with individual friends or groups. It allows the sharing of text, audio, images, video, and files. These enhance connectivity at a global level. However, most of its features are connected to Facebook and users can easily connect Instagram friends as well as synchronize messages and



contacts to the phone. This ensues in the somewhat redundancy of Facebook Messenger and a more active engagement on Instagram and Facebook platforms.

#### 4.1.6 Instagram

The most common rating in the data set on Instagram was 5. Participants strongly agreed to most items on the impact of motivation towards learning English. This presupposed that Instagram was highly impactful.

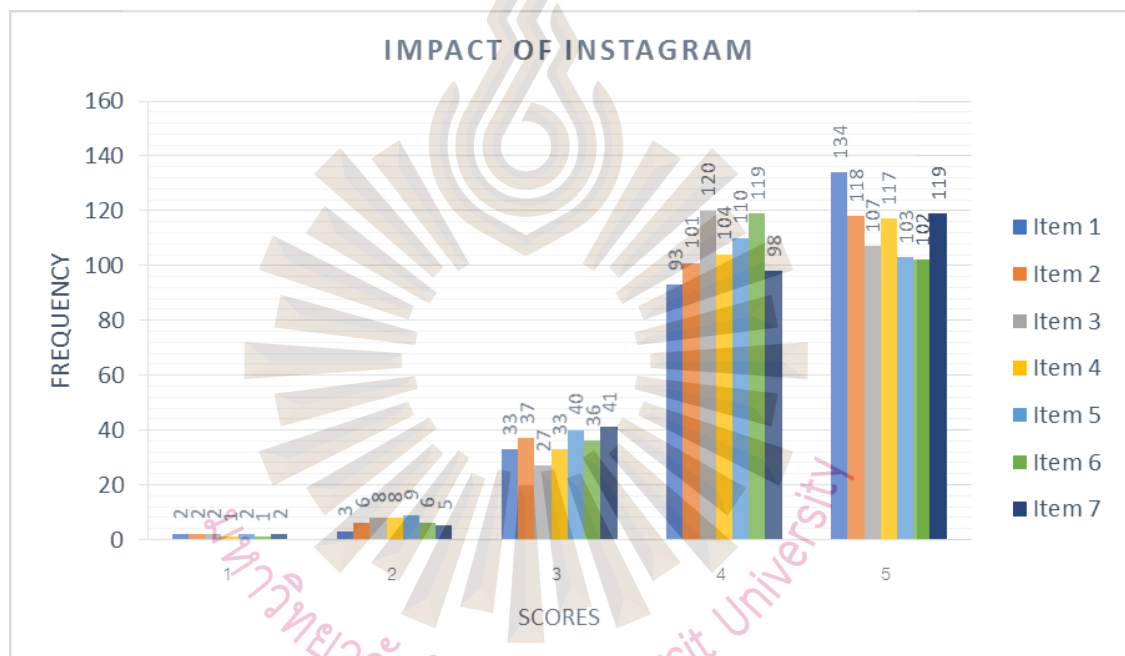


Figure 4.5 Impact of Instagram on motivation

An overall look at the frequency of responses on the impact of Instagram showed four items with peaks at strongly agree (5) ranges. Items with the highest ratings of 5 were 1, 7, 2, and 4. Item 1: Instagram makes me feel supported in my English learning journey had a 50.6 response percentage. Item 7: Instagram makes English learning fun had 44.9 percent of responses. Item 2: I think I keep up to date with English by following English teaching accounts on Instagram had 44.7 percent of responses. Item 4: Instagram affords me the opportunity of using English to interact, practice, and comment had 44.5 percent of responses. It follows that Instagram gives the sense of acceptance and integration in the global English-speaking community, supports learning

by providing various specialized nodes with up-to-date knowledge, facilitates motivation by making learning fun, and offers real-life situations for practicing, commenting, and interacting in English.

Table 4.11 Top Items on Instagram

Top Items	Concepts	$\bar{X}$	SD	Level
1. Instagram makes me feel supported in my English learning journey	Relatedness	4.259	0.819	Very High
7. Instagram makes English learning fun	Facilitation			
2: I think I keep up to date with English by following English teaching accounts on Instagram	Connectivity			
4: Instagram affords me the opportunity of using English to interact, practice, and comment	Interaction			

The remaining items were the highest three on score 4 and were quite impactful. They were item 3: Instagram gives me the sense of integration into the English-speaking world, 6: Instagram enables me to better understand and appreciate the English way of life, and item 5: My drive to learn English is mostly enhanced by Instagram. These were succeeded by an open-ended question which was analyzed as below.

Table 4.12 Open-ended Question on Instagram

Coding (23)	Categories	Concepts
<ul style="list-style-type: none"> <li>• Stories, posts, captions, statuses, comments</li> <li>• quotes, news, adverts, quizzes</li> <li>• Word match games</li> <li>• English teaching accounts, channels, and pages</li> <li>• international artists and celebrities,</li> </ul>	Learning as a process of connecting specialized nodes	Connectivity

Table 4.12 Open-ended Question on Instagram (Cont.)

Coding	Categories	Concepts
(19) <ul style="list-style-type: none"> <li>• Conversation with foreign teachers and friends</li> <li>• English as the only medium of communication with in-game friends</li> </ul>	Acquisition and integration through interaction	Relatedness
(15) <ul style="list-style-type: none"> <li>• Triggers curiosity to know</li> <li>• Stimulates the need for improvement</li> </ul>	Need for competence	Competence
(14) <ul style="list-style-type: none"> <li>• Platform for real-life usage of English</li> <li>• Showing off nice English captions</li> <li>• Dares to speak in English</li> <li>• Daily usage and learning of English</li> </ul>	Active engagement	Facilitation
(12) <ul style="list-style-type: none"> <li>• Promotes correct pronunciation</li> <li>• Encourages reading and writing</li> <li>• Improves listening and speaking abilities</li> </ul>	Speaking, listening, reading, and writing skills	Language skills

The open-ended question was answered by 83 respondents. 23 participants responded that Instagram connects them to sources of information that enhance learning and updated knowledge. 19 stated that communicating with foreigners in English enhances noticing, detection, and a sense of integration. 15 asserted that Instagram induces curiosity and stimulates the need for language proficiency. 14 others were of the view that it promotes learning and usage of English in real-life contexts. For the remaining 12, it builds language skills. These were conceptualized as connectivity, relatedness, competence, facilitation, and language skills.

The fusion of both results ensues in relatedness, facilitation, connectivity, interaction, competence, and language skills. Instagram enables the creation and sharing of photos, stories, information, and videos with friends and followers. It lets users stay connected and updated with friends, plans, trendy issues, and innovations. Users create, discover, watch, like, comment, and share entertaining short videos. It allows audio and video calls, text messaging, posting of updates and feeds, exploration and discovery of areas of interest, and shopping for products. It's more like a combination of the features of Facebook and those of YouTube but at a reduced level, hence its popularity.

#### 4.1.7 Comparison of Platforms

To wind up findings from the questionnaire, a swift look was taken at the mean and standard deviation of the five social media platforms to ascertain their level of impact. Friedman test was employed to confirm the mean score rankings.

Table 4.13 Comparison of Platforms

Platforms	$\bar{x}$	S.D.	Friedman Test	Level
YouTube	4.563	0.634	5.00	Very High
Instagram	4.259	0.819	4.00	Very High
Line	4.126	0.886	2.71	High
Facebook	4.017	0.827	1.71	High
Facebook Messenger	3.930	0.886	1.57	High

Inferentially, YouTube, Instagram, and Line impacted more on motivation towards learning English while YouTube was the most effective. YouTube facilitated the display and exchange of visual materials, microblogging thrived with Instagram, and social connections were encouraged by Line, Facebook, and Facebook Messenger.

#### 4.2 Findings from Semi-Structured Interviews

Content analysis was utilized to interpret qualitative data from semi-structured interviews. The data showcased the subjective views of participants on the research questions. They were so collected to complement and make meaning of the quantitative data gotten from the questionnaire. 12 volunteers participated in the semi-structured interview which had 5 guiding questions that permitted topical trajectories during the conversations.

A total of 12 undergraduates from the Department of English, Rangsit University were interviewed. Five of the interviewees were in the fourth year, two were in the third year, one was in the second year, and four were in the first year of study. With regards to their first language, eight students had Thai, three spoke Chinese, and one was Russian.

All interviewees were active users of YouTube, Instagram, Line, Facebook, and Facebook Messenger. They were equally on other social media platforms like Twitter, TikTok, Snapchat, WhatsApp, WeChat, inter alia but frequented YouTube, Instagram, and Line. 10 asserted that YouTube was the most beneficial platform for English learning while 2 opted for Instagram. The responses were analyzed following Lichtman's three Cs: coding, categorizing, and identifying concepts. The concepts reflect the impacts of social media on motivation towards learning English and the mode of impact as shown in Table 4.13.

Table 4.14 Analysis of Semi-structured Interviews

Code	Category	Concepts
<ul style="list-style-type: none"> <li>• Early exposure to English through Instagram</li> <li>• Contact with foreigners</li> <li>• Desire to understand movies</li> <li>• Desire to have foreign friends</li> <li>• Desire to interact with foreigners</li> <li>• Desire to imitate idols and celebrities</li> </ul>	<ul style="list-style-type: none"> <li>• Early exposure</li> <li>• Social needs</li> <li>• Role models</li> </ul>	Initiation (8)
<ul style="list-style-type: none"> <li>• Need to improve proficiency</li> <li>• Wake from learning slumber</li> <li>• Progress of others with similar proficiency and tasks</li> <li>• Confidence boost</li> </ul>	Self-evaluation	Competence (9)
<ul style="list-style-type: none"> <li>• Daily learning, practice, and use</li> <li>• Learn through fun</li> <li>• Concrete historical situations</li> <li>• Plethora of sources</li> <li>• Free and convenient medium</li> </ul>	Active engagement	Facilitation (6)
<ul style="list-style-type: none"> <li>• Connection with colleagues and teachers</li> </ul>	Teamwork	Collaboration (12)
<ul style="list-style-type: none"> <li>• English teaching channels, pages, accounts, and sites</li> <li>• Contents, posts, statuses, comments</li> <li>• Connection to real-life teachers</li> <li>• Access to proficient and native English speakers</li> </ul>	Connecting to learn	Connectivity (12)
<ul style="list-style-type: none"> <li>• Interaction with foreign friends</li> <li>• Chat with people from different nationalities</li> <li>• Conversation with proficient speakers</li> </ul>	Learning through interaction	Interaction (8)

Table 4.14 Concepts from Semi-structured Interviews (cont.)

Code	Category	Concepts
<ul style="list-style-type: none"> <li>• Variety of opinions</li> <li>• Liberty of choice</li> <li>• Flexibility of time and place</li> <li>• Learning how to learn</li> <li>• Hints on others' approaches</li> </ul>	Self-learning	Autonomy (8)
<ul style="list-style-type: none"> <li>• Global environment</li> <li>• International language</li> <li>• Intercultural communication</li> </ul>	Sense of integration	Relatedness (6)
<ul style="list-style-type: none"> <li>• Practice listening and speaking</li> <li>• Enhance reading and writing</li> <li>• Build vocabulary and grammar</li> </ul>	Language skills	Language skills (12)

The following section shows how the responses were coded and the nine concepts arrived at.

#### 1) Initiation

The data showed that social media gave some learners the impetus to embark on an English learning journey. Such energy ensued from contacts with foreigners, the need to connect and maintain connections, early exposure to English, and the imitation of celebrities and role models. Below are a few excerpts from the interview:

“I think contact with foreigners as well as the need to understand and interact with them on social media made me start learning English” (Interviewee 1, personal communication, October 30, 2021).

“I started learning English because I wanted to make friends with foreigners” (Interviewee 2, personal communication, October 30, 2021).

“I started using Instagram in Grade 11, and it got me exposed to English through posts and comments. This motivated me to learn English and later sign up for it at the university” (Interviewee 4, personal communication, October 31, 2021).

“I wanted to watch and understand movies, and not subtitles. This made me start learning English” (Interviewee 5, personal communication, November 2, 2021).

“Watching my favorite celebrities and idols speak English stirred in me the passion to communicate in a like manner” (Interviewee 12, personal communication, November 5, 2021).

## 2) Competence

The majority of interviewees asserted that contact and communication with proficient English speakers, posts, and content on social media exposed their English proficiency level and deficiencies. The exposure induced self-evaluation which called for improvement and waking from learning slumber. For some, such contacts boost their confidence. A few interviewees stated that the progress of others within their English proficiency level challenged them to learn more.

“Online content and posts on YouTube and Instagram sometimes remind me that I need to study” (Interviewee 7, personal communication, November 3, 2021).

“I try to improve my English every time I’m on social media” (Interviewees 5, personal communication, November 2, 2021).

“I think I feel more confident to use English after interacting with my foreign friends and going through those social media content with good English and quality presentations” (Interviewees 1, personal communication, October 30, 2021).

“Others within my English level who undertake similar learning tasks serve as hints and motivation. Their progress which is clearly shown in their posts and chats makes me sit up and learn” (Interviewee 3, personal communication, October 30, 2021).

### 3) Facilitation

Most participants were of the view that social media makes English learning easy, interesting, and fun. It serves as a mobile library with up-to-date authenticated materials for learning at low or no cost. It provides concrete historical situations where English could be daily learned, practiced, and used.

“I would like to say that YouTube for me is something like a library in which you can find answers to almost any question. The most convenient aspect of it is that you can watch and also if you are busy, you can simply listen to any information that you need” (Interviewee 7, personal communication, November 3, 2021).

“It is very convenient and free to find all kinds of videos conducive to learning from YouTube. For example, I am learning New Concept (a popular English textbook) through YouTube. I used to pay money to study it on an English learning platform, but I didn't complete it. Now I found the same course through YouTube but it's free, free is always good, right?” (Interviewee 6, personal communication, November 2, 2021).

“Social media makes learning easy, flexible, and fun. Platforms like YouTube and Instagram make learning easy by providing explanations in many and various ways. I just search for anything and have many answers at no time” (Interviewee 1, personal communication, October 30, 2021).



“Everyone in my family and around where I live speaks Thai which makes it impossible for me to use English. But social media makes it possible and easy as I learn, practice, and use English daily from my room” (Interviewee 10, personal communication, November 4, 2021).

#### 4) Collaboration

All participants submitted that social media enhance teamwork as it connects them with their colleagues and teachers. They share assignments, class materials, ideas, and carry out group work together through the media.

“Most of my lecturers use Line application as the main contact channel to keep in touch with their students, including me, so I am able to be more familiar with English. We receive and share lesson notes, updates, reminders, and assignments on social media” (Interviewee 4, personal communication, November 5, 2021).

“I connect with my classmates mostly through Line and Instagram to share knowledge and study materials especially when we are given assignments and group work” (Interviewee 2, personal communication, October 30, 2021).

“The media make our lecturers more approachable as we can reach out to them at any time for assistance” (Interviewee 9, personal communication, November 4, 2021).

#### 5) Connectivity

All interviewees asserted that social media is a hub that connects them to various English learning sites, accounts, channels, and pages. It grants access to real-life English teachers and experts as well as proficient and native English speakers. Posts, statuses, stories, comments, news, adverts, interviews, subtitles, lyrics, memes, emojis, games, and other online content are all avenues for learning.

“I’ve got a chance to know very good teachers, and they have influenced me a lot” (Interviewee 10, personal communication, November 4, 2021).

“Social media provides an international environment where one can easily contact proficient English speakers from different countries. I watch TED and other English teaching channels on YouTube” (Interviewee 1, personal communication, October 30, 2021).

“I follow English-related sites, channels, pages, and accounts that post English quotes, words, and idioms. Watching English films helps improve my English listening and speaking skills” (Interviewee 2, personal communication, October 30, 2021).

“I learn through posts, stories, news, and adverts made in English. I like watching pranks, funny videos, comments, and interesting scenes. These make me learn English through fun” (Interviewee 3, personal communication, October 31, 2021).

#### 6) Interaction

The data unraveled that most participants acquired the language through interaction with foreigners. They went after the meanings of unfamiliar words and phrases. Their natural desire to know resulted in vocabulary and grammar building. They learn by interacting.

“Most times I don’t understand everything my foreign friends say or write. I will just ask for the meaning or lookup with google, then I learn something new. Since we chat almost every day, it becomes easy to recall and use such words and phrases” (Interviewee 9, personal communication, November 4, 2021).

“At first, we were relying on google translate and gesture, but with time there was communication flow. The language came naturally and I try to polish it up with the lectures. Language exchange is cool and without much stress” (Interviewee 8, personal communication, November 3, 2021).

“Most of my lecturers use Line application as the main contact channel to keep in touch with their students, including me, so I am able to be more familiar with English. The more I chat using English, the better it gets” (Interviewee 11, personal communication, November 5, 2021).

“I learn and upgrade my English proficiency as I chat with friends on Instagram and Line” (Interviewee 2, personal communication, October 30, 2021).

#### 7) Autonomy

Popular among the interviewees was the view that social media creates a situation where learners take responsibility and are actively involved in their learning. They take initiative and decisions based on their preferences towards their goal. The role of teachers within this context is that of facilitators.

“Social media like YouTube offers hints on how others with similar goals and tasks tackled their challenges. Such serves as a guide and motivation. I actually spend time learning how to learn which makes learning easy for me” (Interviewee 3, personal communication, October 31, 2021).

“Though I don’t really use social media much because it is time-consuming, I can say it helps me learn English at my own pace. It is flexible in terms of time and place” (Interviewee 1, personal communication, October 30, 2021).

“Social media gives the freedom of choosing what and how to learn from many and varied sources. Many channels allow us to know how to learn and to learn in a right and easy way” (Interviewee 7, personal communication, November 3, 2021).

#### 8) Relatedness

Some participants were of the opinion that social media is an archetype of a globalized society where people from different walks of life and backgrounds meet and communicate mainly in English. This makes knowledge and appreciation of other mindset and cultures possible as well as create a sense of acceptance and integration.

“Social media enhances knowledge and appreciation of mindsets, opinions, and cultures of others. It is a global environment and gives access to the global environment” (Interviewee 3, personal communication, October 31, 2021).

“Social media creates the need to be part of the global community and makes me learn English because it is an international language” (Interviewee 5, personal communication, November 2, 2021).

“Some channels make me feel that knowing the English language will allow me to see the wider world, learn more and meet other things” (Interviewee 12, personal communication, November 5, 2021).

#### 9) Language skills

Data gotten from the interviewees show a unanimous agreement that social media enhances the four basic language skills as well as builds vocabulary and grammar.

“I look up English concepts, meanings, and structures on YouTube and Instagram. I think listening to music and watching videos especially those with lyrics and subtitles improve my language skills and boost my confidence to

listen and speak in English” (Interviewee 4, personal communication, October 31, 2021).

“I improve my listening and speaking skills by going through conversations, pranks, and other funny videos” (Interviewee 12, personal communication, November 5, 2021).

“I grab vocabulary and grammar from posts, videos, comments, and other content on YouTube, Instagram, and Facebook. I practice and improve my language skills through chats on Line” (Interviewee 8, personal communication, November 3, 2021).

“I post easily in English and read English posts from friends. I can say social media promotes my reading and writing skills” (Interviewee 2, personal communication, October 30, 2021).

The concepts of language skills, collaboration, and connectivity were featured eminently across all interviews. Competence was acknowledged by nine interviewees, while initiation of motivation, interaction, and autonomy were asserted by eight participants. Half of the interviewees recognized relatedness and facilitation of motivation.

### **4.3 Conclusion**

The analysis of data from both questionnaires and semi-structured interviews showed similar results with regards to the impact of social media on motivation towards learning English, modes of impact, and effectiveness of platforms. The blended findings are schematically presented in Figure 4.1 below:

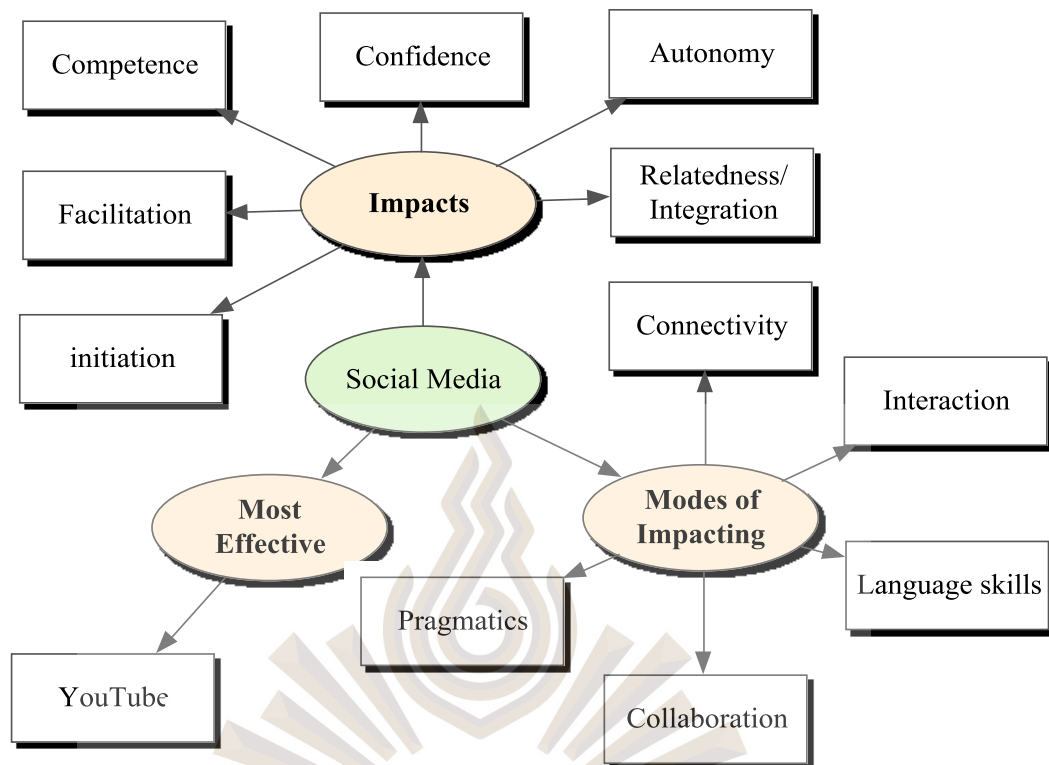


Figure 4.6 Blended findings

First, the impacts discovered comprise initiation and facilitation of motivation, competence, confidence, autonomy, and a sense of integration and relatedness. Secondly, these were variously impacted through connectivity, interaction, collaboration, pragmatism, and language skills. Finally, both instruments presented YouTube as the most effective social media platform for motivation and learning English.

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

This closing chapter provides conclusions based on research findings from data collected on “The impact of social media on motivation towards learning English as a global language” as well as discussion and recommendations.

#### 5.1 Conclusions

The investigation was about the impact of social media on motivation towards learning English as an international language and was conducted on undergraduate students of the English department, Rangsit University, Pathumthani, Thailand. Through this study, the researcher using a questionnaire and semi-structured interviews discovered the impacts of social media on students’ English learning motivation, the ways in which they were impacted, and the platform with the most efficiency on their motivation and learning. Quantitative data were collected from 270 respondents who were randomly selected from the population of about 800 undergraduates. The sample size of 267 was arrived at using Yamane’s formula (1967) with an error of 5 percent and a confidence coefficient of 95 percent. The data were statistically analyzed using SPSS. Qualitative data, on the other hand, were gathered from semi-structured interviews with 12 volunteers and scrutinized using content analysis.

From the questionnaire, the impact of social media by analysis of frequency and percentage of ratings of items on each of the first five most used platforms in Thailand – Facebook, YouTube, Line, Facebook Messenger, and Instagram were found at various degrees of satisfaction. The items reflected the affordances of each platform, and those with the top four ratings were considered. The top four concepts were blended with findings from the open-ended questions and the following were conceptualized: connectivity, language skills, facilitation, competence, interaction, relatedness,

confidence, autonomy, collaboration, and pragmatics. The prevalent concepts that cut across all the platforms were connectivity, language skills, facilitation, and competence. Interaction was featured on all platforms except YouTube. Relatedness was characteristic of Facebook, Facebook Messenger, and Instagram, while confidence was reflected in YouTube and Facebook Messenger. Autonomy and pragmatics were peculiar to YouTube and collaboration was basically Line.

The results from the semi-structured interviews which reflected the subjective views of participants complemented and made meaning of findings from the questionnaire. Concepts realized from its content analysis comprised initiation, competence, facilitation, collaboration, connectivity, interaction, autonomy, relatedness, and language skills. These were blended with findings from the questionnaire, and the following conclusions were reached.

Question 1: What is the impact of social media on students' motivation towards learning English as an international language?

From the results so far gotten, this study submits that social media both initiates and facilitates students' motivation towards learning English as a global language. It supports the satisfaction of the innate psychosocial needs of competence, autonomy, and relatedness which are chief drivers of intrinsic motivation. It boosts learners' self-confidence in achieving desired levels of communication in English by providing prior successful communication experiences, vicarious knowledge, and necessary social persuasions. Lastly, it provides a sense of integration into the contemporary hyperconnected technology-savvy society where English is both a common language and a global language. The motivation at this level is basically intrinsic and integrative.

Question 2: How does social media impact students' motivation towards learning English?

Deducing from the research, motivation towards English learning is impacted through connectivity established, maintained, and enhanced by social media. Here,



social media serves as a hub of networks which makes both the connections and flow of information more realistic. Motivation towards learning is also impacted through interaction and collaboration with friends, colleagues, teachers, proficient and native English speakers online. The use of social media essentially necessitates the usage of the basic language skills – reading, writing, listening, and speaking which concomitantly motivates language learning. It is also noted that these skills progress along the same trajectory as the use of social media and the expanse of learners’ connectivity. Finally, social media induces pragmatic awareness and comprehension by showing in practical terms how words and phrases are used and understood in different contexts.

Question 3: Which of the social media platforms is most effective on students’ motivation?

Inferring from the mean score rankings and Friedman test of the five social media platforms as well as analysis of semi-structured interviews, this study concludes that YouTube is the most beneficial platform to students’ motivation and learning. This is because it is a video-sharing website that allows originally-created videos to be shared, discovered, and viewed across the globe. It makes it possible and easy for learners to search and find anything they want, in the way they want, and at no cost.

## **5.2 Discussion**

In this section, the conclusions from the findings will be briefly discussed. This will be done in comparison with previous studies as discussed in the literature review. The underlying theories will be referenced while establishing the importance of the findings. The section is divided into three according to the research questions and findings.

### **5.2.1 Impacts of social media on Students’ Motivation**

According to the research findings, the impacts of social media on motivation towards learning English as a global language include initiation and facilitation of

motivation, competence, confidence, autonomy, and relatedness and integration. These are highlighted in succeeding paragraphs.

1) Initiation: is an essential aspect of motivation that entails the ability to get started on a task. The study revealed that social media oftentimes initiates the motivation to learn English. This could be through early exposure to English, contacts with foreigners, or the desire to imitate favorite celebrities and personal idols. The prevalent factor recorded was the need to make and maintain relationships and interactions with foreign friends. At this point, the social needs for love, acceptance, and belonging enhanced by social media trigger a concomitant need to learn English since it serves both as a common and global language (Rao, 2019). The social need of being part of the global community advanced by social media inspires the learning of English.

2) Facilitation: social media makes the process of learning English easy, interesting, and fun. It virtually provides concrete historical situations where the language could be learned, practiced, and used on daily basis. This agrees with the findings of Ayuningtyas (2018) in the Indonesian context where social media expands the setting in which English is encountered, learned, and used. It confirms the position of Chomphuchart (2017) that social media offers a wide spectrum of up-to-date authenticated materials and knowledge, where anything can be searched and answers are gotten at no time and cost. It also shares the view of Al-Jarrah et al (2019) that social media makes learning easier as compared to books and other texts reading, and arouses the interest of learners towards English language learning. The ease of learning promoted by social media both enhances and sustains the drive to learn English.

3) Competence: Communication with proficient English speakers as well as contact with interesting online posts and content in good English arouse the need for language competence in learners. Competence is one of the three innate and psychological needs that entails the ability to control the outcome of activity as well as experience mastery of task as stated in self-determination theory of motivation. Thus, communication and contact as aforementioned tend to expose learners' language level; whether or not they possess needed skills to achieve certain degrees of communication

in English. This induces self-evaluation and calls for improvement where and when necessary. A pointer to Baumeister's (2016) definition of motivation as wanting change. Also, learners gain mastery of English language skills as they continuously engage in online reading, writing, speaking, and listening on social media (Thedpitak and Somphong, 2021; Al-Jarrah et al, 2019; Annamalai, 2017). The impact of competence relatively aligns with the proposition that there is a positive correlation between the use of social media and academic performance (Malik, Ahmad, Aliza & Elahi, 2020).

4) Confidence: Social media boosts learners' confidence, that is, the self-assurance of whether or not they believe they can achieve certain levels of communication in English. The belief is enhanced by prior successful communications in English, vicarious experience through online content, and verbal persuasion by proficient English speakers and friends. This aligns with Bandura's (1994) sources of self-efficacy: mastery experiences, vicarious experiences, social persuasion, and somatic and emotional states. While social media, on one hand, minimizes the fear of using English through interaction and exposure to online content in English, it on the other hand increases motivation to employ the language in communication. A somewhat explanation to Chotipaktanasook's (2014) finding that students are more willing to communicate in English on social media than during class activities due to its anxiety-free milieu. As unraveled by Balakrishnan and Lay (2016) in their study of the effects of students' learning styles on the use of social media for learning, self-confidence is one of the essential determinants of students' intention to use social media for learning regardless of their learning styles.

5) Autonomy: social media provides a platform where learners take responsibility and are actively involved in their learning. It gives that sense of volition and internal perceived locus of causality in learners' activities through its plethora of sources, liberty of choice, and flexibility with regards to time and place. It encourages self-learning where learners take initiative and decisions based on their preferences towards their goal. This aligns with the findings of Sanmamed, Carril & Sotomayor (2017) that social networks help students to improve their personal growth. It concurs with Hasan et al. (2020) that social media turns dependent and passive learners into

active and autonomous learners, and enhances self-directed learning (Thedpitak and Somphong, 2021; Chomphuchart, 2017). Since social media satisfies the basic psychosocial need of autonomy, it fosters a high-quality form of motivation and optimum learning as proposed by self-determination theory (Ryan & Deci, 2000).

6) Relatedness and Integration: social media enhances interaction, connection, and relationship thereby satisfying the basic need of relatedness – the universal need to interact, be connected, and experience caring for others. It removes inherent spatiotemporal constraints in communication, blurs international boundaries, changes dynamics of interaction, and ubiquitously establishes virtual networks of persons. This affirms the position of Cosenza, Gavidia & Gonzalez-Avella (2020) who in their study of mass media trends and minority growth in cultural globalization asserted that social media increases the interconnectivity of people and the actualization of connected societies. Besides satisfying the need to interact and stay connected, social media goes further to give a sense of integration into the global village where English is the lingua franca. As a social context, it promotes intrinsic motivation to learn the English language.

### **5.2.2 Ways of Impacting Students' Motivation**

The above-discussed impacts as revealed from the research findings were made possible through features of social media that promote connectivity, interaction, collaboration, language skills, and pragmatics. These characteristic features are discussed in the following paragraphs.

1) Connectivity: The connective nature of social media positively impacts motivation to learn English. Social media is a hub of networks with various English learning sites, accounts, channels, pages, posts, statuses, stories, and real-life teachers and experts as well as proficient and native English speakers. It is a nebulous environment of constantly shifting and updating core elements with up-to-date information. This essential characteristic of connectivity makes it possible for individuals to connect to learn and to learn by connecting. It grants learners access to

unlimited sources of information (Al-Jarrah et al., 2019; Chomphuchart, 2017) at no time and cost thereby boosting the motivation to learn. The theory of connectivity vividly captures this in its view of knowledge as essentially network and learning as a process of connecting specialized nodes (Siemens, 2005). New forms of knowledge result from the nexus of networks and the flow of information. Since no flow of information exists without connection and no connection remains without the flow of information, social media remains a significant platform for networking, learning, and knowledge (Hasan et al., 2020). Furthermore, the present hyperconnected society with its consequent technology-based academic environment creates a lack in already established educational approaches and technical factors for measuring learning motivation as observed by Gopalan, Bakar and Zulkifli (2020). Connectivity should be considered as one of the core innovative learning strategies and motivational bases. However, when connections are built mainly for the gratification of pleasurable wants like playing games, watching movies, scouting for online partners, and chatting during lesson sessions, they negatively affect academic performance (Frederick and Run, 2018; Heffner and Tara, 2016; Mensah and Nizam, 2016). Good time management is demanded.

2) Interaction: The study revealed that motivation to learn English is often initiated and enhanced through interaction on social media. At the initial, it is powered by the social need to establish and maintain connections with foreigners. Then, in an attempt to meaningfully interact with foreigners in English, learners incidentally acquire the language as an unforeseen consequence of conversing through it. This view is peculiar to Long's (2020) interaction hypothesis. Learners sometimes consciously and/or unconsciously notice new words, phrases, and grammatical structures while interacting and negotiating for meaning in English. Other times, their focus is directed to challenging and emphatic items during typical meaning-centered conversations. The finding agrees with Nesrallah and Zangana (2020) who posited that students learn new words and enrich their vocabulary as they interact with their friends and English native speakers through social media. Though English is explicitly learned by the students, a greater part of it is implicitly acquired through interaction. Furthermore, while interacting on social media, the focus is placed on language awareness rather than

language accuracy, conversation instead of grammar, and making meaning in place of accent. Such paradigm shift is intended in English education by World Englishes theory.

3) Collaboration: The pedagogical value of social media is eminently featured in its promotion of collaborative learning and active engagement. Social media enhances the making and sharing of multimedia presentations, sharing of ideas and brainstorming by group members, posting of side comments and questions during real-time lectures, sharing of assignments and responses, connecting to real-world experts and real-life situations, inter alia. Collaboration engenders optimum performance and reinforces learners' motivation. It makes learning lively and strengthens social interaction and unity amongst colleagues. Sharing the view of Hasan et al. (2020), Al-Jarrah et al (2019), and Sanmamed, Carril & Sotomayor (2017), social media gives a better active, creative, and collaborative classroom setting than the traditional approach. It agrees with the submission of Balakrishnan and Lay (2016) that social media promotes learning due to its ubiquity and features that permit the making of virtual study groups, sharing of ideas, and active interactions between students and teachers.

4) Language Skills: Services of the basic language skills – reading, writing, speaking, and listening are always invoked while using social media. Their constant utilization usually motivates learning either consciously or unconsciously. While learners attempt to meaningfully use English in the media, their language skills incidentally improve with time. Some actually go through various online sources and content to improve their language skills. The present study agrees with Thedpitak and Somphong (2021), Al-Jarrah et al. (2019), and Annamalai (2017) that the pedagogical utility of social media has the intrinsic propensity of boosting the writing motivation of students, but adds reading, listening, and speaking skills as well. Social media improves learners' pronunciation, vocabulary, and grammar; and motivates self-learning.

5) Pragmatics: social media enhances pragmatic awareness through the display of a wide array of scenarios where the right frame of words and expressions are used according to contexts. As specified by Kachru's World Englishes theory, the adaption of common English codes to serve individual social contextual needs results in the emergence of variations. The emergent English variations and contextual use of English are brought to bear by the infinite networks of connections established and maintained by social media. It then becomes pertinent for learners to possess and utilize pragmatic awareness when decoding and encoding information for proper understanding and production within contexts. Social media inspires knowledge and learning of how social meanings are encoded in the English language.

### **5.2.3 Effectiveness of the Platforms**

From the investigation, it was discovered that YouTube was the most effective social media platform with regard to students' motivation and English learning. It makes English learning easy, fun, and spontaneous due to its variety of information sources and distinctive characteristic that allows originally-created videos to be shared, discovered, and viewed across the globe. Confirming Hasan et al.'s (2020) finding, the commonest of these specialized sources are song lyrics and movie subtitles. They boost the passion for daily learning, practice, and use of English. YouTube channels and content enhance basic language skills especially listening and speaking. Its flexibility in terms of time, place, mode, and choice motivates, while its plethora of scenarios with proper usage of language enhance pragmatics. It virtually answers every question asked with a variety of opinions at no time and cost.

Instagram had a significant impact on participants' motivation and learning a little lower than YouTube. It is both interactive and connective in nature. Interactive, by enhancing the establishment and maintenance of communication with friends and teachers, at home and abroad. Connective, by providing various specialized nodes with up-to-date authenticated knowledge. It offers learners real-life situations of practicing, commenting, and interacting using English. The span of its coverage is unlimited.

Line application was found in the middle of the five platforms in terms of its impacts on English learners. It appeared to be the main channel of communication between teachers and students, thereby enhancing collaboration with teachers and mates. It makes teachers more approachable and at the same time familiarizes students with the use of English. The application is basically interpretive, and its coverage is limited to those already known, whose contacts were shared, or contacted through other media.

Contrary to the finding of Thedpitak and Somphong (2021), Facebook had less impact on students' motivation and English learning. Though it is both interactive and connective, it was not used mainly for learning English but explicitly for connections and chatting. In the process of communication, learners implicitly acquire new vocabularies and a sense of integration and connection which consequently boosted their motivation to learn English. Its weakness with regards to stimulation of motivation towards learning English lied in the fact that learners most often do not explicitly connect to learn but implicitly learn by connecting.

Facebook Messenger was the least significant platform for English learning. It is purely interactive and provides an international environment for connection and learning English. It enhances learning, practice, and use of English. It builds learners' repertoire of vocabularies and phrases and promotes acquisition without intentionality. Its features are however linked to Facebook and Instagram which ensued in its somewhat redundancy.

### **5.3 Recommendations**

This section offers recommendations for the use of the findings and for future research. For the first part, suggestions are made for English teaching and learning especially as regards integration of social media into the learning process, adoption of connectivism as a core learning strategy, and enlightenment of English learners of its pedagogical values. Recommendations are made for possible future research.



### 5.3.1 Recommendations for the use of the Findings

This study recommends the integration of social media with proper guidelines into the English teaching and learning process by education policymakers and curriculum planners. Such a decision should transcend the level of principles to praxis especially as social media boosts intrinsic motivation and encourages lifelong learning of English. It is pertinent to note that the affordances of social media support innate psychosocial needs of competence, autonomy, and relatedness which drive goal-directed behaviors. According to self-determination theory, the satisfaction of these laden psychological needs is the basis for enhancing intrinsic motivation and internalization of extrinsic motivation. More so, optimum performance results from actions motivated by intrinsic interests or by extrinsic values that have become integrated and internalized. The relevant regulatory processes of such actions are interest, enjoyment, and inherent satisfaction. These are achievable in an English learning process that is integrative of social media because it makes the learning of English interesting, fun, and satisfactory.

Connectivism should be adopted as one of the core learning strategies. This flows from the position that knowledge is essentially network and is a process of connecting specialized nodes. Also, the contemporary hyperconnected society and education milieu defy provisions of already existent educational theories that focus on classroom attendance and its consequent learning and evaluation strategies. In the light of this approach, teachers ought to be more open to diversified opinions as well as assume a facilitatory role in students' learning process. They are to act as concierges who assist with way-finding, curators who put together potential learning approaches, and evaluators. They are to nurture in their students the skill of detecting connections between fields, ideas, and concepts, and equally, encourage autonomous learning through the use of the media.

On the part of the students, they should not only limit their focus of using social media to social connectedness and pleasurable wants but extend it more to cognitive connectedness and learning. Social media is significantly laden with pedagogical values.

It connects learners to various English learning sites and platforms, and real-life teachers. It promotes collaboration, pragmatic awareness, improvement of language skills, and communication in the target language. Interaction in the English language enhances noticing and detection of new language forms which boosts learners' vocabulary and grammar. Students should avail themselves of these opportunities but manage their time and preferences well.

### **5.3.2 Recommendations for Future Research**

Future research may be carried out on similar groups of participants at other universities within the country to verify whether or not the results will corroborate this study. Such findings can further confirm the impacts of social media on motivation towards learning English as a global language.

Subsequent investigations should be conducted for a prolonged period and with other research approaches and instruments to determine the impact of social motivation on students' motivation and learning of English.

Later studies can be undertaken on the impact of social media on pragmatic awareness of the English language.

Lastly, this study encourages more investigations on suitable guidelines for the integration of social media into language learning.

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The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

**APPENDICES**

มหาวิทยาลัยรังสิต Rangsit University

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central emblem with a flame-like top, surrounded by a circular arrangement of radiating lines. Below the emblem, the university's name is written in Thai script and English.

**APPENDIX A**

**CERTIFICATE OF APPROVAL BY ETHICS REVIEW BOARD**

มหาวิทยาลัยรังสิต Rangsit University



COA. No. RSUERB2021-036



**Certificate of Approval**  
By  
**Ethics Review Board of Rangsit University**

<b>COA. No.</b>	<b>COA. No. RSUERB2021-036</b>
<b>Protocol Title</b>	<b>The impact of social media on motivation towards learning English as a global language</b>
<b>Principle Investigator</b>	<b>Solomon Cletus Akpan</b>
<b>How to review</b>	<b>Expedited Review</b>
<b>Affiliation</b>	<b>Suryadhep Teachers College, Rangsit University</b>
<b>Approval includes</b>	<ol style="list-style-type: none"> <li>1. Project proposal</li> <li>2. Information sheet</li> <li>3. Informed consent form</li> <li>4. Data collection form/Program or Activity plan</li> </ol>
<b>Date of Approval:</b>	<b>24 / 05 / 2021</b>
<b>Date of Expiration:</b>	<b>24 / 05 / 2023</b>

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.....

(Assistant Professor Dr. Panan Kanchanaphun  
Chairman, Ethics Review Board for Human Research



The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a circular arrangement of radiating lines, resembling a sun or a gear. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a pinkish-red color around the bottom of the emblem.

**APPENDIX B**

**REQUEST FOR PERMISSION TO COLLECT DATA**

มหาวิทยาลัยรังสิต Rangsit University



## Memorandum

**College:** Suryadhep Teachers College

**Ref. No:** STC 4800/1208

**Date:** 22 June 2021

**Subject:** Request for Permission to Collect Data for a Master in Education (Bilingual Education) Research at Department of English, Faculty of Liberal Arts

.....  
 Dean  
 Faculty of Liberal Arts  
 Rangsit University

Dear Madam,

Mr. Solomon Akpan, Student ID: 6205353 is now studying in the Master in Education (Bilingual Education) at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. He is now planning to collect the data with two types of instruments—the questionnaire and the interview for his thesis entitled “**The Impact of Social Media on Motivation on Learning English as a Global Language**”.

The objectives of the research are:

1. To examine the impact of social media on motivation towards learning English as a global language
2. To investigate the extent to which social media investigates, facilitates and sustains students' motivation beyond classroom context

After completion, this study will be taken as partial fulfillment of the requirements for the Degree of Master of Education in Bilingual Education. It is hoped that the research findings will be useful for all the parties concerned to use for their benefits. Thus, I would like to seek for your kind permission for the student, Mr. Solomon Akpan, Student I.D.: 6205353 to collect the data in the Department of English, Faculty of Liberal Arts.

On behalf of Rangsit University, I truly appreciate all the help and support you can give in Mr. Solomon Akpan's thesis endeavor.

Your sincerely,

Dr. Malivan Praditteera,

Dean  
 Suryadhep Teachers College

มหาวิทยาลัยรังสิต Rangsit University

The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a central circle surrounded by a ring of radiating lines. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a pinkish-red font along the bottom curve of the emblem.

**APPENDIX C**

**INVITATIONS TO BE IOC EXPERT**

มหาวิทยาลัยรังสิต Rangsit University



## Memorandum

STC/4800/

30 April 2021

Ref: Invitation for you to be our IOC (Item Objective Congruence) expert

---

**Dear Asst. Prof. Dr. Noparat Tananuraksakul**


**Suryadhep Teachers College, Rangsit University**

Our student, Mr. Solomon Akpan 6205353, who is studying in the second year of Bilingual Education, has now completed her Thesis Proposal Defense on 19 December 2020. The research title is “The Impact of Social Media on Motivation towards Learning English as a Global Language”. Currently, he is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, I would like to invite you to be our IOC (Item-Objective Congruence) expert in assessing the validity of the instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,



(Dr. Malivan Praditteera)  
Dean  
Suryadhep Teachers College  
Rangsit University

มหาวิทยาลัยรังสิต Rangsit University



## Memorandum

STC/4800/

30 April 2021

Ref: Invitation for you to be our IOC (Item Objective Congruence) expert

---

**Dear Asst. Prof. Dr. Boonsri Cheevakumjorn**

**English Language Institute, Rangsit University**

Our student, Mr. Solomon Akpan 6205353, who is studying in the second year of Bilingual Education, has now completed her Thesis Proposal Defense on 19 December 2020. The research title is “The Impact of Social Media on Motivation towards Learning English as a Global Language”. Currently, he is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, I would like to invite you to be our IOC (Item-Objective Congruence) expert in assessing the validity of the instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,



(Dr. Malivan Praditteera)  
Dean  
Suryadhep Teachers College  
Rangsit University



## Memorandum

STC/4800/

30 April 2021

Ref: Invitation for you to be our IOC (Item Objective Congruence) expert

---

**Dear Mr. Unyime Francis Bassey**


**Satit Bilingual School of Rangsit University**

Our student, Mr. Solomon Akpan 6205353, who is studying in the second year of Bilingual Education, has now completed her Thesis Proposal Defense on 19 December 2020. The research title is "The Impact of Social Media on Motivation towards Learning English as a Global Language". Currently, he is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, I would like to invite you to be our IOC (Item-Objective Congruence) expert in assessing the validity of the instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,



(Dr. Malivan Praditteera)  
Dean  
Suryadhep Teachers College  
Rangsit University

มหาวิทยาลัยรังสิต Rangsit University

The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst shape at the top, with a circular base made of radiating lines. The text 'APPENDIX D' and 'QUESTIONNAIRE' is overlaid on this watermark.

**APPENDIX D**

**QUESTIONNAIRE**

มหาวิทยาลัยรังสิต Rangsit University



### THESIS QUESTIONNAIRE



This questionnaire aims at examining the extent to which social media affect students' motivation towards learning English as a global language, and investigating which platform is most effective. It is made up of two parts: participants' demography and items measuring the impacts of Facebook, YouTube, Line, Instagram, and Messenger on learners' motivation.

This questionnaire is not a test or examination and is not connected to your academic achievement or grading. Your identity and responses in this questionnaire will be voluntary and kept unidentified. The discovery derived would go a long way to meet the objectives of this study, and your contribution will be greatly appreciated.

#### PART 1

##### PERSONAL INFORMATION

1. Do you agree to respond to this questionnaire? Yes  No
2. Are you a social media user? Yes  No
3. What level are you?  
 Year 1  Year 2  Year 3  Year 4
4. Which is your first language?  
 English  Thai  Chinese  Other

#### PART 2

##### IMPACT OF SOCIAL MEDIA ON MOTIVATION TOWARDS LEARNING ENGLISH

Directions: Please choose an option that represents your honest opinion on each item. You can skip a social media platform that you are not using. Indicate the extent to which you agree with statements by ticking on the following Likert scale:

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

Feel free to comment on other ways in which each social media platform affects your motivation towards learning English



## FACEBOOK

S/N	ITEMS	5	4	3	2	1
1.	I became inspired to learn English through my use of Facebook					
2.	Facebook offers me the opportunity of using English in real life situations					
3.	Facebook makes English learning interesting and fun					
4.	I learn new English words, expressions and quotes through Facebook posts					
5.	Facebook helps me to connect with English experts and sites					
6.	Facebook gives me the sense of connection and integration with the English-speaking world					
7.	Facebook is the best channel for me to learn English					

In what other ways has Facebook motivated your learning of English?

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## YOUTUBE

S/N	ITEMS	5	4	3	2	1
1.	I learn English by going through song lyrics and movie subtitles on YouTube					
2.	YouTube videos minimize my fears of pronouncing English words					
3.	I feel more confident to listen to English speeches after using YouTube					
4.	YouTube videos capture and retain my attention during lectures					
5.	The authentic materials in YouTube videos help me better understand the lessons					
6.	I learn to be a good English speaker through YouTube channels					
7.	My motivation to learning English is mostly enhanced by YouTube					

In what other ways has YouTube motivated your learning of English?

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## LINE

S/N	ITEMS	5	4	3	2	1
1.	Contact with unfamiliar English words during chats raises my curiosity towards their meaning					
2.	Constant chats using English make me overcome the fear of conversing in English					
3.	Line gives realistic awareness of my progress in English proficiency					
4.	Line makes our teachers more approachable					
5.	I try to understand all the English I see and hear on Line					
6.	I really enjoy learning English through Line					
7.	Chatting with proficient English-speaking friends inspires my learning of English					

In what other ways has Line motivated your learning of English?

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## INSTAGRAM

S/N	ITEMS	5	4	3	2	1
1.	Instagram makes me feel supported in my English learning journey					
2.	I think I keep up to date with English by following English teaching accounts on Instagram					
3.	Instagram gives me the sense of integration into the English-speaking world					
4.	Instagram affords me the opportunity of using English to interact, practice, and comment					
5.	My drive to learn English is mostly enhanced by Instagram					
6.	Instagram enables me to better understand and appreciate the English way of life					
7.	Instagram makes English learning fun					

In what other ways has Instagram motivated your learning of English?

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## FACEBOOK MESSENGER

S/N	ITEMS	5	4	3	2	1
1.	Facebook Messenger affords me the opportunity of meeting and conversing with many and varied people across the globe using English					
2.	I acquire new words and sentence structures from my Facebook Messenger chats					
3.	I feel more inspired to communicate in English after using Messenger					
4.	Facebook Messenger gives realistic awareness of my progress in English proficiency					
5.	My Facebook Messenger friends are a great source of inspiration to me					
6.	I try to understand all the English I see and hear on Facebook Messenger					
7.	Facebook Messenger best inspires me to learn English					

In what other ways has Messenger motivated your learning of English?

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The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central emblem with a flame-like top, surrounded by a circular arrangement of radiating lines. Below the emblem, the university's name is written in Thai and English: "มหาวิทยาลัยรังสิต Rangsit University".

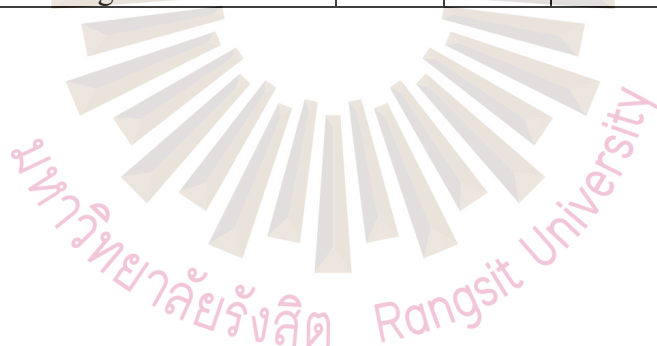
**APPENDIX E**

**IOC FOR QUESTIONNAIRE**

มหาวิทยาลัยรังสิต Rangsit University

**FACEBOOK**

S/N	ITEMS	Rating by Experts			IOC	Remarks
		1	2	3		
1.	I became inspired to learn English through my use of Facebook	+ 1	+ 1	+ 1	1	Accepted
2.	Facebook offers me the opportunity of using English in real-life situations	+ 1	+ 1	+ 1	1	Accepted
3.	Facebook makes English learning interesting and fun	+ 1	+ 1	+ 1	1	Accepted
4.	I learn new English words, expressions, and quotes through Facebook posts	+ 1	+ 1	+ 1	1	Accepted
5.	Facebook helps me to connect with English experts and sites	+ 1	+ 1	+ 1	1	Accepted
6.	Facebook gives me a sense of connection and integration with the English-speaking world	+ 1	+ 1	+ 1	1	Accepted
7.	Facebook is the best channel for me to learn English	+ 1	+ 1	+ 1	1	Accepted



**YOUTUBE**

S/N	ITEMS	Rating by Experts			IOC	Remarks
		1	2	3		
1.	I learn English by going through song lyrics and movie subtitles on YouTube	+ 1	+ 1	+ 1	1	Accepted
2.	YouTube videos minimize my fears of pronouncing English words	+ 1	+ 1	+ 1	1	Accepted
3.	I feel more confident to listen to English speeches after using YouTube	+ 1	+ 1	+ 1	1	Accepted
4.	YouTube videos capture and retain my attention during lectures	+ 1	+ 1	+ 1	1	Accepted
5.	The authentic materials in YouTube videos help me better understand the lessons	+ 1	+ 1	+ 1	1	Accepted
6.	I learn to be a good English speaker through YouTube channels	+ 1	+ 1	+ 1	1	Accepted
7.	My motivation to learn English is mostly enhanced by YouTube	0	+ 1	+ 1	0.83	Accepted

**LINE**

S/N	ITEMS	Rating by Experts			IOC	Remarks
		1	2	3		
1.	Contact with unfamiliar English words during chats raises my curiosity towards their meaning	+ 1	+ 1	+ 1	1	Accepted
2.	Constant chats using English make me overcome the fear of conversing in English	+ 1	+ 1	+ 1	1	Accepted
3.	Line gives realistic awareness of my progress in English proficiency	+ 1	+ 1	+ 1	1	Accepted
4.	Line makes our teachers more approachable	+ 1	+ 1	+ 1	1	Accepted
5.	I try to understand all the English I see and hear on Line	+ 1	+ 1	+ 1	1	Accepted
6.	I really enjoy learning English through Line	+ 1	+ 1	+ 1	1	Accepted
7.	Chatting with proficient English-speaking friends inspires my learning of English	+ 1	+ 1	+ 1	1	Accepted





**INSTAGRAM**

S/N	ITEMS	Rating by Experts			IOC	Remarks
		1	2	3		
1.	Instagram makes me feel supported in my English learning journey	+ 1	+ 1	+ 1	1	Accepted
2.	I think I keep up to date with English by following English teaching accounts on Instagram	+ 1	+ 1	+ 1	1	Accepted
3.	Instagram gives me the sense of integration into the English-speaking world	+ 1	+ 1	+ 1	1	Accepted
4.	Instagram affords me the opportunity of using English to interact, practice, and comment	+ 1	+ 1	+ 1	1	Accepted
5.	My drive to learn English is mostly enhanced by Instagram	+ 1	+ 1	+ 1	1	Accepted
6.	Instagram enables me to better understand and appreciate the English way of life	+ 1	+ 1	+ 1	1	Accepted
7.	Instagram makes English learning fun	+1	+ 1	+ 1	1	Accepted



**FACEBOOK MESSENGER**

S/N	ITEMS	Rating by Experts			IOC	Remarks
		Expert 1	Expert 2	Expert 3		
1	Facebook Messenger affords me the opportunity of meeting and conversing with many and varied people across the globe using English	+ 1	+ 1	+ 1	1	Accepted
2.	I acquire new words and sentence structures from my Facebook Messenger chats	+ 1	+ 1	+ 1	1	Accepted
3.	I feel more inspired to communicate in English after using Facebook Messenger	+ 1	+ 1	+ 1	1	Accepted
4.	Messenger gives realistic awareness of my progress in English proficiency	+ 1	+ 1	+ 1	1	Accepted
5.	My Facebook Messenger friends are a great source of inspiration to me	+ 1	+ 1	+ 1	1	Accepted
6.	I try to understand all the English I see and hear on Messenger	+ 1	+ 1	+ 1	1	Accepted
7.	Messenger best inspires me to learn English	+ 1	+ 1	+ 1	1	Accepted

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**APPENDIX F**

**SEMI-STRUCTURED INTERVIEW QUESTIONS**

มหาวิทยาลัยรังสิต Rangsit University

### SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Could you tell me how you use social media?
2. Which social media platforms are you using?
3. Which platform do you frequent?
4. Which of these social media platforms is most beneficial to your studies?
5. How does it benefit you?



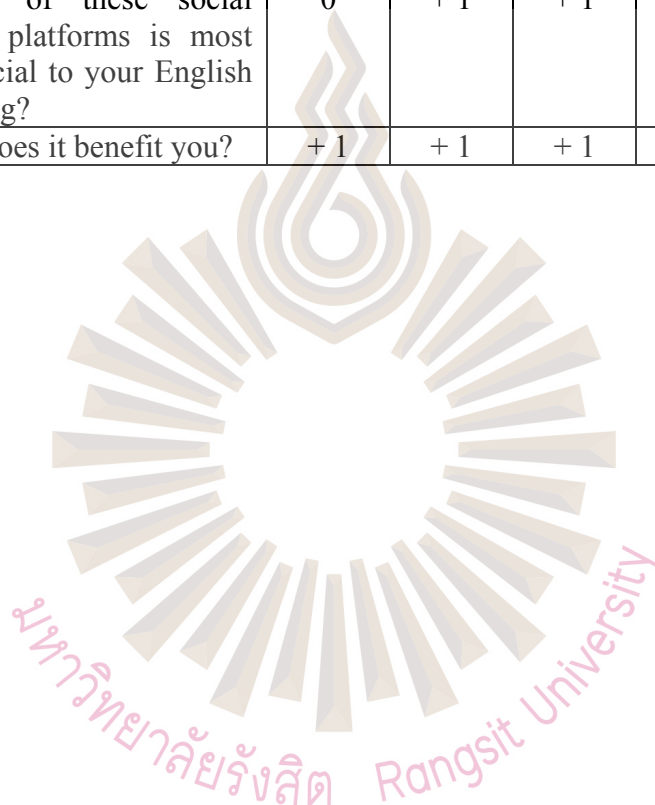
The logo of Rangsit University is a watermark in the background. It features a central emblem with a flame-like top and a circular base composed of many triangular segments. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a pinkish-red color around the bottom of the emblem.

**APPENDIX G**

**IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS**

มหาวิทยาลัยรังสิต Rangsit University

S/N	ITEMS	Rating by Experts			IOC Average	Remarks
		Expert 1	Expert 2	Expert 3		
1.	Can you tell me how you use the social media?	+ 1	+ 1	+ 1	1	Accepted
2.	Which social media platforms are you using?	+ 1	+ 1	+ 1	1	Accepted
3.	Which platform do you frequently use?	0	+ 1	+ 1	0.83	Accepted
4.	Which of these social media platforms is most beneficial to your English learning?	0	+ 1	+ 1	0.83	Accepted
5.	How does it benefit you?	+ 1	+ 1	+ 1	1	Accepted



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**APPENDIX H**

**SAMPLE OF INDIVIDUAL RESPONSES**

มหาวิทยาลัยรังสิต Rangsit University

## INTERVIEWEE 3

Responses to questions:

I am a fourth-year student of the department of English and presently on internship.

1. I normally use social media to contact people and browse news or interesting stuff, same time of course for entertaining.
2. Currently, I'm using Facebook Messenger, WhatsApp, Line, and WeChat mostly for talking with friends. YouTube and Netflix are for watching videos and English films.
3. I frequent Facebook, WeChat, YouTube, Netflix.
4. I think YouTube is the most beneficial social media platform to my studies
5. YouTube is very convenient and free to find all kinds of videos conducive to learning. For example, I am learning New Concept (a popular English textbook) through YouTube. I used to pay money to study it on an English learning platform, but I didn't complete it. Now I found exactly the same course through YouTube but it's free, free is always good, right? I also find interesting English programs through YouTube with the aim to practice my English listening, same time of course for entertainment. And Netflix is mainly for entertainment, but also watching English films is helpful to improve my English listening and speaking skills.
6. Social media provides an international environment where I can easily contact proficient English speakers from different countries. It enhances my knowledge and appreciation of different mindsets, opinions, and cultures of others. It makes learning easy, flexible, and fun. Besides, seeing others undertake similar tasks serves as a hint and motivation.
7. Contact with foreigners and the need to interact with them on social media motivated my choice of learning English. lol



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**APPENDIX I**

**PARTICIPANT INFORMATION SHEET**

มหาวิทยาลัยรังสิต Rangsit University



**RSU-ERB.009e Participant Information Sheet for answering the Questionnaire  
(Self-administered questionnaire) -English**



**Dear Respondents,**

My name is Solomon Akpan, the principal investigator, would like to invite you to participate in my research entitled "The impact of social media on motivation towards learning English as a global language". This research project aims to investigate the 'what' and 'how' of the impact of social media on motivation towards learning English, and which platform is most effective.

You are invited to participate in this research project because you are an undergraduate student of English Department, Rangsit University and user of social media. There will be approximately 267 participants, and the research project will last for 6 months.

**If you decide to participate in the research project, you will go through these procedures:**

You are invited to answer the self-administered questionnaire. The questionnaire consists of 40 questions and it will take **about 10 minutes to complete this questionnaire**. On completion, please return the questionnaire in a box provided.

In filling out questionnaires, the likely risks include uneasiness or discomfort due to some questions and in filling out questionnaires; the likely risks include stress due to some questions. In those cases, you have the right not to reply.

As a participant of this study, there will be no financial compensation given to you or that will require you to pay anything. If relevant information arises about benefits and risks of the research project, I will inform you immediately and without concealment.

**If you have any questions about the research procedures, you can contact Solomon Akpan  
Telephone number: 0931519402.**

Your private information will be kept confidential, it will not be subject to an individual disclosure, but will be disseminated as part of the overall results. Individual information may be examined by groups of persons e.g. funding organizations, ethics committee, etc.

You have the right to withdraw from the project at anytime without prior notice. And the refusal to participate or the withdrawal from the research project will not at all effect on the treatment that you will receive.

On the condition that you are not treated as indicated in this information sheet, you can contact the Chair of Rangsit University Institutional Review Board (RSU-IRB) at the office of RSU-IRB, Rangsit University, 52/347 Phahonyothin Rd, Tambon Lak Hok, Amphoe Muang, Pathum Thani Province 12000, Thailand (Building 1, 5<sup>th</sup> Floor, Room 504) Tel 66-2-7915688, Fax 66-2-7915689.

Thank you very much for your participation

## BIOGRAPHY

Name	Solomon Cletus Akpan
Date of birth	August 7, 1987
Place of birth	Odoro Ikpe, Akwa Ibom State, Nigeria
Education background	Pontifical Urbaniana University, Rome Bachelor of Philosophy, 2012 University of Uyo, Nigeria Bachelor of Arts in Philosophy, 2014 Pontifical Urbaniana University, Rome Bachelor of Theology, 2018 Rangsit University, Thailand Master of Education in Bilingual Education, 2022
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