

The Impact of Social Media on Motivation Toward Learning English as a Global Language

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ABSTRACT

This study investigated the impact of social media on motivation toward learning English, the manner in which they were imparted, and the most effective social media platform for English learning. The first five most used social media in Thailand as of January 2021 were considered. These were YouTube, Facebook, Line, Facebook Messenger, and Instagram. The descriptive research adopted a mixed methods design with a questionnaire and semi-structured interview as research instruments. By random sampling, 270 undergraduates of the Department of English in a Thai private university were recruited via an online survey and 12 of them participated in an online semi-structured interview. The quantitative data were statistically analyzed using frequency and percentage with the aid of SPSS 21, while the qualitative data underwent content analysis according to Lichtman's three Cs of data analysis. Findings were similar across the methods and they revealed that social media both initiates and facilitates motivation, boosts learners' self-confidence, competence, and language skills, and promotes relatedness and autonomous learning. These 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. The study recommends the integration of social media with proper guidelines into the English learning process.

KEYWORDS: Impact, Social media, Motivation, Global language, Learning English

Introduction

Social media has revolutionized the patterns of interaction and integration in contemporary society. The connectivity and communication established through its use could be linguistically rewarding for users as such take place either within the same or across different linguistic backgrounds (Slim & Hafedh, 2019). The status quo projects the need for a common language especially when

connections are interlinguistic. As of January 2020, Statista reported that English was the most common language used online with 25.9 percent of worldwide internet users (Johnson, 2021). This implies that more than a quarter of all internet activity worldwide was conducted in English. English serves both as a common language and a global language (Rao, 2019). It follows that the practicalities of global communication are one of the principal agents

of the internationalization of English. The English language here is not representative of the culture and nationality of any particular country but that with an international posture. The synergy between English and the affordances of social media fosters the satisfaction of the human intrinsic need to feel and stay connected with others. The need to connect with others synchronizes with the human innate desire to know.

Within the Thai context, there were 55 million active social media users as of January 2021 which accounted for 78.7 percent of the total population of 69.88 million. 94.2 percent of these active social media users patronized YouTube, 93.3 percent were on Facebook, 86.2 percent used Line, 77.1 percent on Facebook Messenger, and 64.2 percent on Instagram thereby making them the first five most popular social media platforms in Thailand (Kemp, 2021). Most of these active users were youths, and university students constitute the most avid group due to the inherent 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. 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 makes linguistic features salient to learners as they converse. Studies have shown that usage of social media for learning English has exerted positive impacts on Thai university students (White, 2019; Chotipaktanasook, 2016; Tananuraksakul, 2015) but not much is known

about its effect on their holistic motivation. In the sense that college students are motivated before enrolling in any program of study, the motivation thereof constitutes the teleological foundation of their learning process and subsequent motivations. This research work, therefore, hypothesizes that social media impacts motivation toward learning English as a global language.

Research Objectives

This study examined the what and how of the impact of social media on motivation, while taking into cognizance the first five most used platforms as of January 2021. The following objectives were devised after a thorough review of the related literature.

1. To investigate the impact of social media on students' motivation toward learning English as a global language.
2. To examine how motivation towards learning English is impacted through the media.
3. To look into the social media platform with the most efficiency on students' motivation.

Literature Review

Social media has reportedly served as the content and context of language learning. Its nature and operation are synonymous with those of learning, which includes active engagement, group work, regular interaction and feedback, and connection to real-life professionals (Lertlit, 2019). A wide array of its importance and impact has been a subject of research in language learning.

In their study of the effects of media on English language learning motivation at the tertiary level in Bangladesh, Hasan et al. (2020)

discovered that the utility of 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 learners. The media sparks a participatory, engaging, and enthusiastic learning scenario, and complements classroom teachings. Of great significance to students' motivation was the feasibility of feedback, connection to anonymous bloggers and Facebook groups, audiovisual materials, and movies with English subtitles. Within the Iraqi EFL college setting, Nesrallah and Zangana (2020) submitted that social media is an efficient instrument for vocabulary improvement as students tend to learn new words through Google Translate and Facebook. For Al-Jarrah et al (2019) 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. Its affordances offer learners the opportunity of daily engagement in writing. Social media provides a convenient platform for improving writing, collaborative and engaging learning, accessibility to various web resources, and interaction with native and proficient speakers of the English language (Annamalai, 2017). It expands the setting where English is encountered, learned, and used; facilitates learning anywhere and anytime, and constitutes the means where English is used in concrete situations especially in countries in the expanding circle where English is used as a foreign language (Ayuningtyas, 2018).

In his classroom research on the impact of social media on Thai EFL university students' willingness to communicate in

English, Chotipaktanasook (2014) arrived at the conclusion that social media motivates communication. Thai university students were more willing to communicate in English on social media than during in-class activities. Given its low anxiety milieu, students tend to exhibit a high self-perceived communicative competence and frequency of target language use on social media. White (2019) reported high levels of satisfaction and perceived learning in Thai university students' use of Line. The application constitutes a medium for practicing conversation English and basic structures as well as disseminating course resources. For Thedpitak and Somphong (2021), Thai undergraduates possess a positive attitude toward the use of mobile applications for language learning. Mobile applications form an integral part of language learning and self-directed learning in particular. In descending order, the applications were found to be frequently used to enhance listening skills, reading skills, vocabulary and translation, speaking skills, pronunciation, writing skills, dictionaries, and grammar. Facebook was found as the favorite online learning source, followed by Instagram and Line. Investigating Thai university students' attitudes toward the use of the internet in learning English, Chomphuchart (2017) found out that they were positive as the internet enhanced speedy and autonomous learning, and provided authentic materials, and a plethora of resources. They were however limited by their field of study, computer skills, internet access, and insufficient server capacity in certain geographical areas. Much is yet to be known about the impact of social media on the holistic motivation of language learners within this context.

Theoretical Framework

This 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. To guide in the choice of design and discussion of findings, this study adopted the interaction hypothesis, theory of connectivity, and self-determination theory of motivation.

Social media is characteristically interactive and connective; where interaction facilitates negotiation of meaning and language acquisition (interaction hypothesis), and language learning hinges on the network of connections and grows with the expanse of connectivity (connectivism). It 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 globalization and the internationalization of English. The worldwide adaptation and use of English make learning English as a global language a necessity. This necessity together with the concomitant psychological needs of autonomy, competence, and relatedness are often digitally satisfied through the media. Self-determination theory assumes that individuals become self-determined as these innate psychological needs are met (Ryan & Deci, 2000). Social media is thus laden with motivational import by supplying the integrative and instrumental orientations toward language learning, which could be intrinsically or extrinsically manifested.

Methodology

The study adopted a convergent parallel mixed methods design. A mixed

methods design merges quantitative and qualitative data to provide a more comprehensive analysis of the research problem.

Data Collection

Quantitative and qualitative data were collected from an online survey questionnaire and semi-structured interview respectively at roughly the same time and complementarily reviewed.

Sample Size

The study was conducted with undergraduate students in the Department of English, in a Thai private university. The choice of the research site was due to convenience while that of the population was because they were both active learners of English and users of social media. By random sampling technique, 270 undergraduates were recruited via an online survey and 12 of them participated in the online semi-structured interview. The number of interviewees was so chosen to enhance the validity of fine-grained, in-depth inquiry (McKenzie, 2006) while the sample size for the quantitative research was calculated using Yamane's formula $n = N / (1 + N(e)^2)$ (Yamane, 1967).

Of 270 undergraduates, sixty-two of the questionnaire respondents were freshmen; forty-five were sophomores, sixty-eight juniors, and ninety-four seniors. For the semi-structured interviews, four were in the first year, two in the second year, two in the third year, and four in the fourth year of study.

Research Instrument

The questionnaire, used to collect data, was divided into two basic parts. The first part was demographic questions like student level and first language. The psychographics consisted of thirty-five closed-ended and five open-ended

questions on the five most popular social media in Thailand –Facebook, YouTube, Line, Facebook Messenger, and Instagram, framed with a 5-point Likert scale and a bipolar scale that stretches from strongly agree to strongly disagree range. Each of the platforms had one open-ended and seven closed-ended questions which reflected its peculiar features. The construction of the questionnaire was guided by the adopted theories. On the other hand, the semi-structured interview which was exploratory had a guide set before the actual interview. It focused on core topics that provide general structure, but with allowance for topical trajectories during the conversation.

Content validity of the instruments was checked through the Item Objective Congruence (IOC) Index by three experts. The item with the least unidimensional item congruence index (U-IOC) scored 0.83. The U-IOC for the questionnaire and interview questions was 0.99 and 0.93 respectively. Following the thumb rule for validity which has it that for an item or instrument to be

considered acceptable, its U-IOC should be equal to or greater than 0.75 (Sukamolson & Sitti, 2019), the research instruments were considered valid. The reliability of the questionnaire was ascertained through a pilot test conducted with 30 participants from the English Language Institute of Rangsit University. Using SPSS, the alpha coefficient for the items was 0.925. This presupposed that the items had very high internal consistency (George & Mallery, 2003).

Data Analysis

The quantitative data were statistically analyzed using SPSS and presented in frequency and percentage. Top four items for each platform were identified. The mean and standard deviation of groups of ideas on the platforms were checked. Mean scores were interpreted by a range of scores and levels (Table 1). Scores for the platforms were ranked, and the ranking was confirmed by the Friedman test which measures the mean score of subjects under the five social media.

Table 1. Likert scale range explanation

Level	Very low	Low	Moderate	High	Very high
Mean score	1.00 – 1.50	1.51 – 2.50	2.51 – 3.50	3.51 – 4.50	4.51 – 5.00

Source: Latif et al (2017)

The qualitative data underwent content analysis according to Lichtman’s (2012) three Cs of data analysis: coding, categorizing, and concepts. To achieve this, the following procedural steps were undertaken: first, initial coding which involved going from the raw data to summary ideas from the responses. Next, the initial coding was revisited. Then, an initial list of categories was developed. Later, the initial list of categories was modified. After that, the categories were revisited and subcategorized.

Finally, there was a transition from categories to concepts.

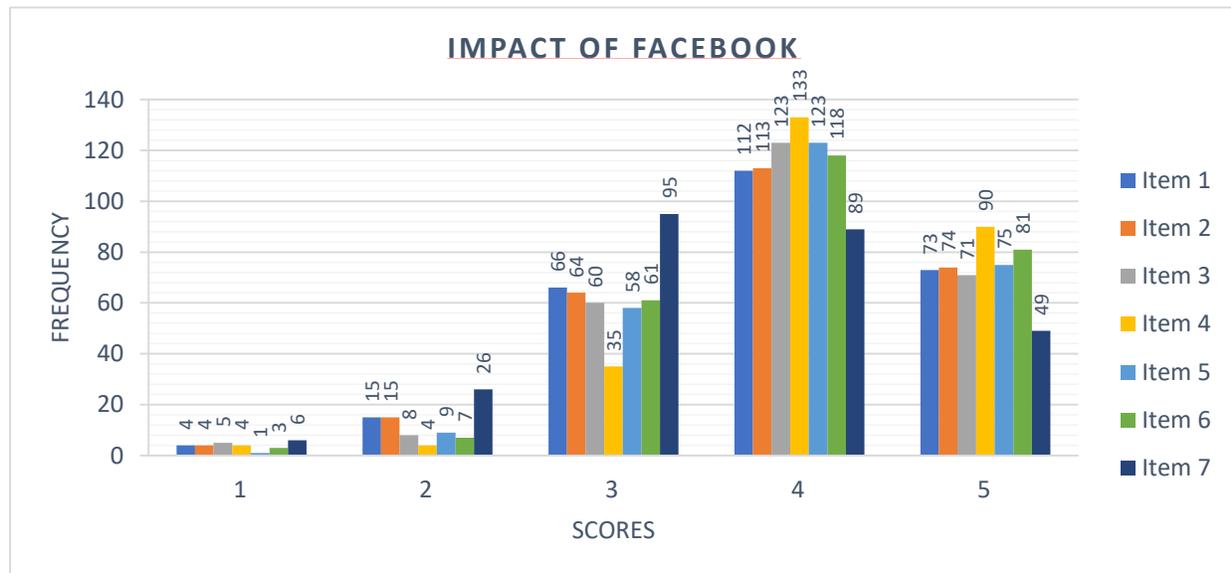
Results

The research findings were reported according to the analysis of questionnaire responses and semi-structured interviews. These findings would then be blended and presented as they answered the research questions.

Findings from Questionnaire Responses

Findings from the quantitative research showed that social media initiates and facilitates motivation, enhances learners' competence and confidence, boosts language skills, and promotes relatedness and integration. These were made possible by the

media's interactive, connective and collaborative characteristics. Among the media outlets, YouTube was discovered with the highest efficiency in English learning. Details were offered below according to the five platforms considered in this research.

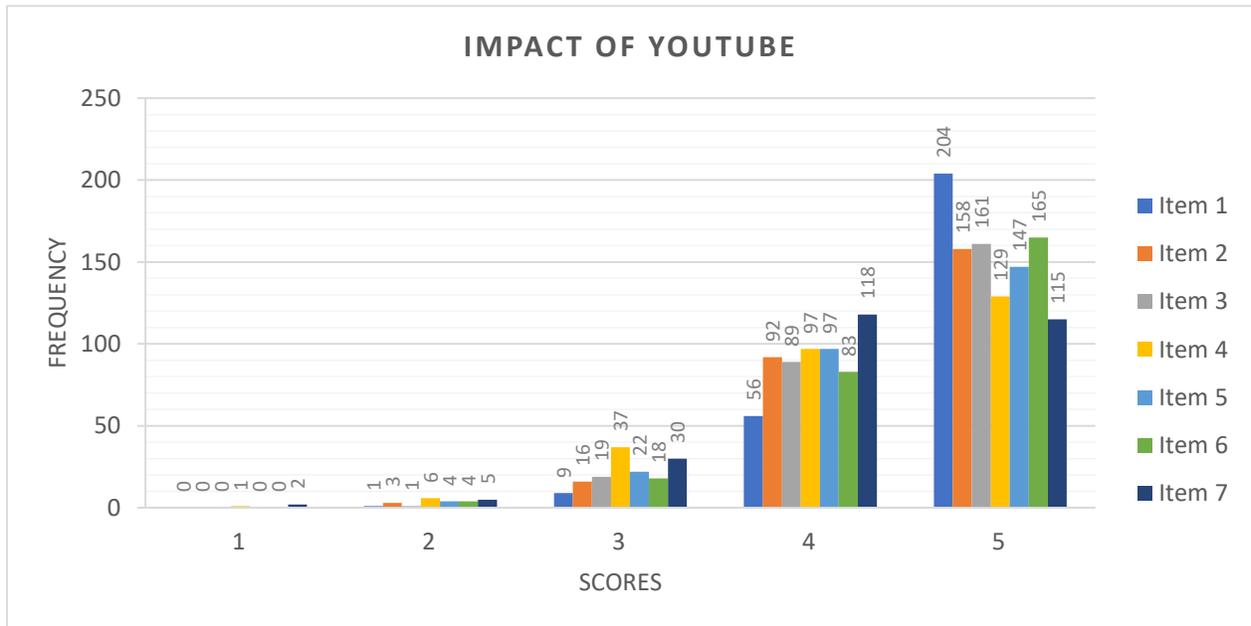


Facebook

Overall, the highest frequency of items on the impact of Facebook was four, which connoted agree on the Likert scale. At the peak of scores five and four was 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. It was followed by item 6: Facebook gives me a sense of connection and integration with the English-speaking world, which was second and fourth on the scores of five and four with 30.3 and 44.2 response percentages respectively. Next was item 5: Facebook helps me to connect with English

experts and sites with 28.2 and 46.2 percent of responses on the scores of five and four. Sharing second place on score four was item 3: Facebook makes English learning interesting and fun.

From these top items, it was 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. The ensuing concepts included language skills, relatedness, connectivity, and facilitation ($\bar{x} = 4.02$, S.D = 0.83). Competence was added from the open-ended questions.

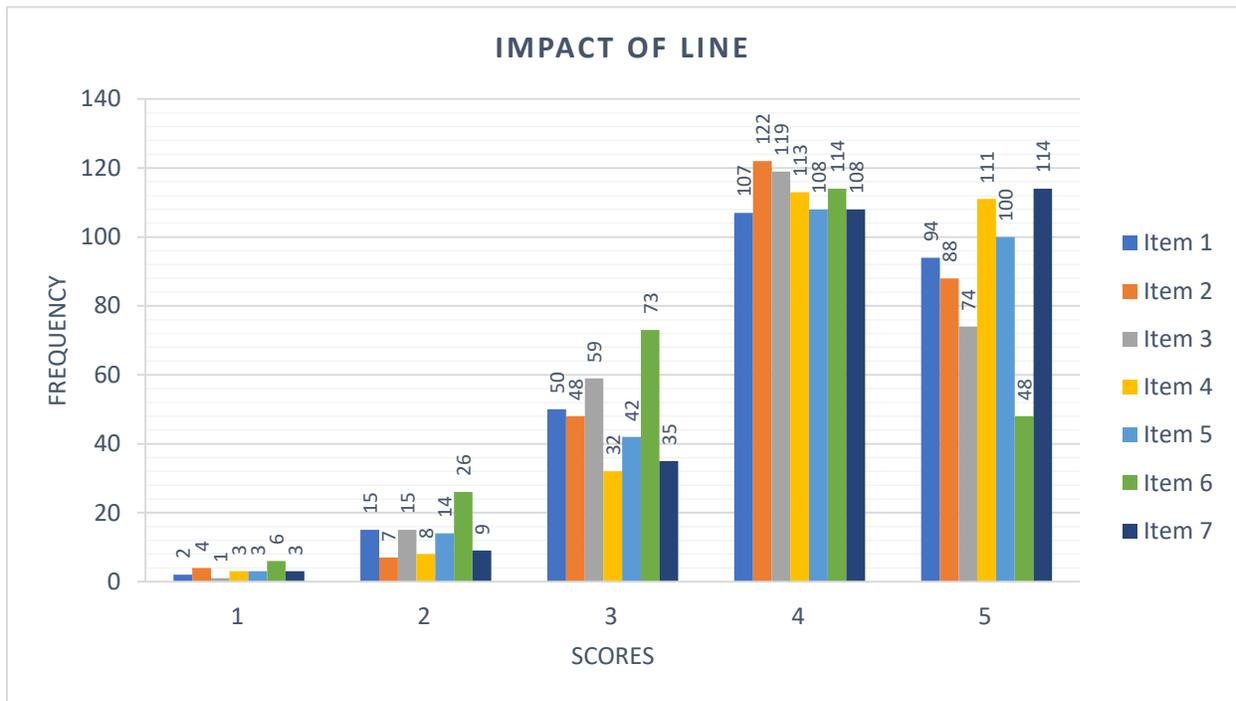


YouTube

The frequency of responses on the impact of YouTube was collectively on a strongly agree rating, i.e. that the score of five. This pointed to the high efficiency of YouTube on motivation and English learning. 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 a score of five. Next was item 6: I learn to be a good English speaker through YouTube channels with 61.1 percent of responses at a rating of five. 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 a score of five.

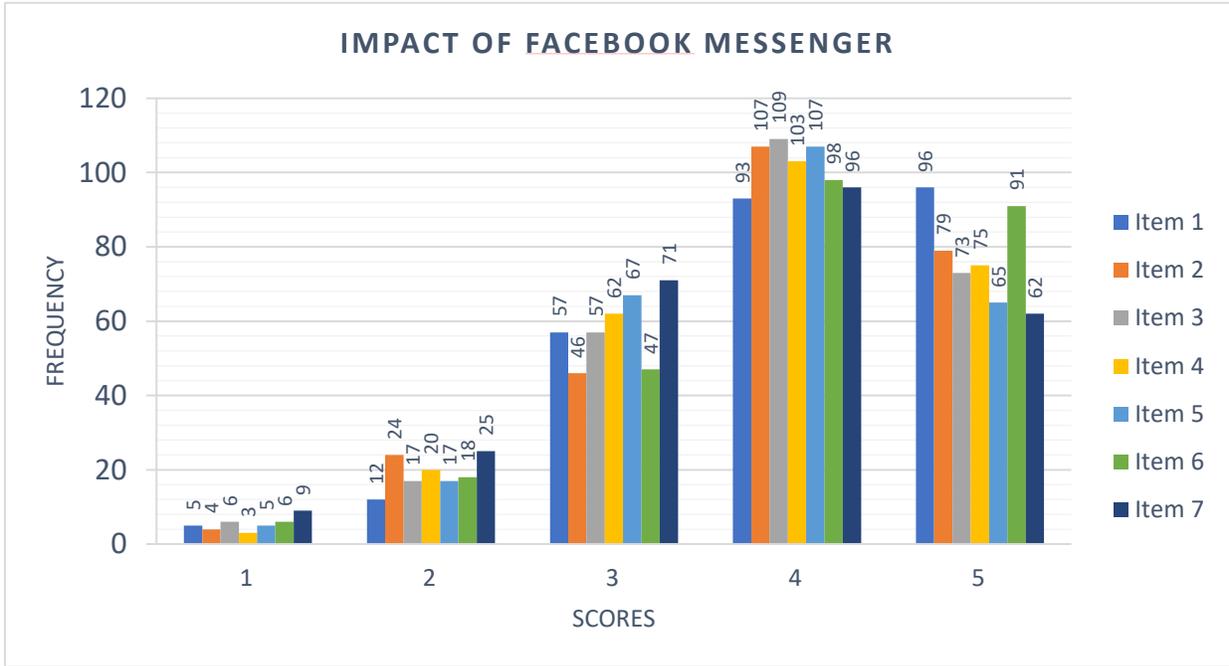
Inferring from these top four items, YouTube promotes daily autonomous learning, practice, and use of English through connection to various sources of information, improves language skills, and increases learners' confidence and competence. The resulting themes comprised autonomy, connectivity, confidence, and competence (\bar{x}) = 4.56, S.D = 0.63). Language skills and facilitation were complements of open-ended question analysis.



Line

The most occurring score on the items on Line application was four. The item with the highest impact was 7: Chatting with proficient English-speaking friends on Line inspires my learning of English with 42.4 and 40.2 response percentages on scores five and four respectively. This was followed by item 4: Line makes our teachers more approachable with 41.6 and 42.3 response percentages on scores five and four. Then item 5: I try to understand all the English I see and hear on Line with 37.5 and 40.4 response percentages; and 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 five and four respectively.

The top items unraveled that interaction with proficient English speakers exposes learners' language proficiency level and induces the need for improvement which culminates in competence. The interactive feature of Line makes for more collaborative learning, while the curiosity to know the meanings of unfamiliar words and phrases encountered during interaction builds learners' vocabulary and grammar. The resulting ideas consisted of competence, collaboration, language skills, and interaction (\bar{x}) = 4.13, S.D = 0.89). Facilitation of motivation and connectivity were addendums from the open-ended question analysis.

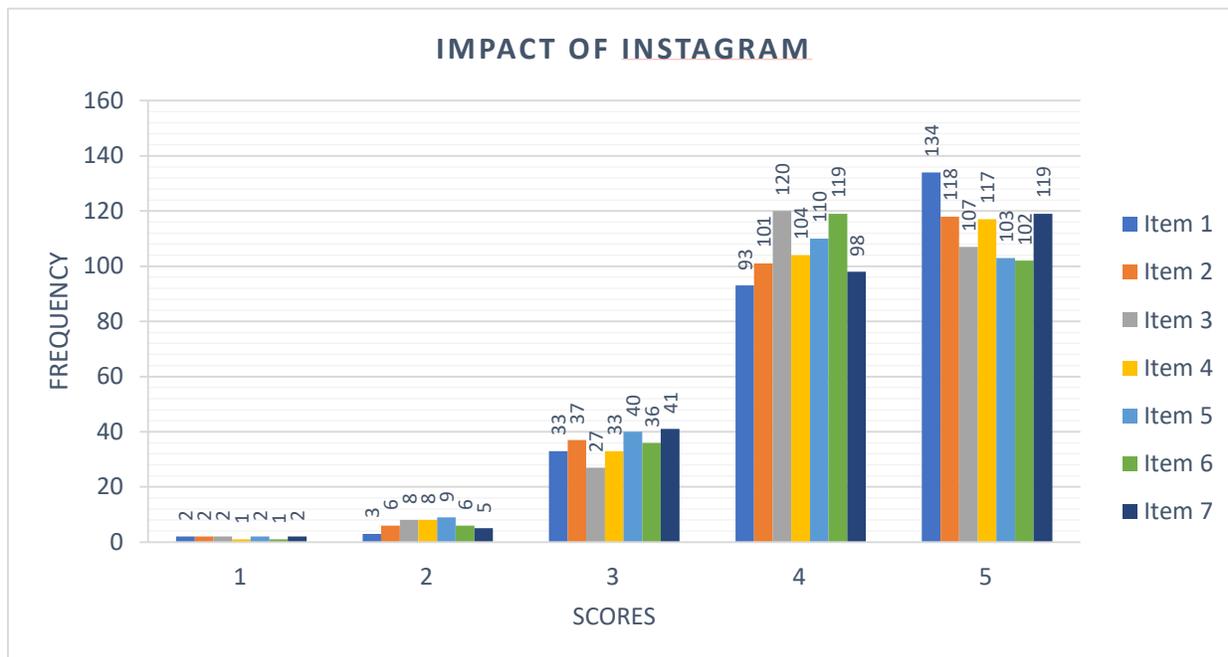


Facebook Messenger

The frequency of responses on the impact of Facebook Messenger was collectively on a score rating of four. This implied that most participants agreed to the items measuring the impact of Facebook Messenger. As shown in the bar graph above, 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 score rating of five and four respectively. Closely rated with 35.0 and 37.7 response percentages 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. Then item 4: Facebook Messenger gives realistic awareness of my progress in English proficiency with 28.5 and 39.2 response percentages. The percentages were on the score ratings of five and four.

From these ratings, it was deducible that Facebook Messenger provides an international environment for connection and interaction, and enhances language skills and self-confidence by offering realistic awareness of proficiency. The ensuing thoughts included connectivity, language skills, interaction, and confidence ($(\bar{x}) = 3.93$, $S.D = 0.89$). An addendum from the open-ended question analysis was facilitation.



Instagram

The most common rating in the data set on Instagram was five. Participants strongly agreed on most items, hence the conclusion that Instagram was highly impactful. An overall look at the frequency of responses showed four items with peaks at the strongly agree (5) ranges. These were items 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* came up with a 44.9 response percentage. Item 2: *I think I keep up to date with English by following English teaching accounts on Instagram* had a 44.7 response percentage; and item 4: *Instagram affords me the opportunity of using English to interact, practice and comment* had a 44.5 response percentage.

It follows that Instagram gives a sense of acceptance and integration into 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. The resultant concepts included relatedness, facilitation, connectivity, and interaction ($\bar{x} = 4.26$, S.D = 0.82). These were complemented with language skills and competence from the open-ended question analysis.

Comparison of the Platforms

Nine concepts were highlighted in the results of questionnaire responses. These included interaction, language skills, relatedness, connectivity, collaboration, facilitation, competence, confidence, and autonomy. A comparative look at the findings indicated the predominance of some concepts. Connectivity, language skills, facilitation, and competence/confidence were reflected in all the

platforms. The concept of interaction was characteristic of Line, Instagram, and Facebook Messenger, while relatedness was peculiar to Instagram and Facebook. Autonomy was unique to YouTube and collaboration was specific to the Line application.

The efficiency of the five media was ranked using mean and standard deviation and confirmed with the Friedman test. YouTube exhibited significant effectiveness over other platforms (Table 2), though the p-value did not suggest any overall median difference across platforms.

Table 2. Comparison of Platforms

Platforms	\bar{x}	S.D.	Friedman Test	Level
YouTube	4.56	0.63	5.00	Very High
Instagram	4.26	0.82	4.00	High
Line	4.13	0.89	2.71	High
Facebook	4.02	0.83	1.71	High
Facebook Messenger	3.93	0.89	1.57	High
P-value			24.57	

Findings from Semi-Structured Interviews

The qualitative data from semi-structured interviews were so collected to complement and make meaning of the quantitative data gotten from the questionnaire. The interviewees talked about their use of social media, which platform they frequented, which was most beneficial to their learning of English, and how they benefited.

Ten out of twelve of them believed that YouTube was the most beneficial platform for English learning while two opted for Instagram. Their responses were analyzed following Lichtman's three Cs of coding, categorizing, and conceptualizing as in Table 3. Apart from initiation of motivation, it yielded the same result as the quantitative research.

Table 3. Concepts from Semi-structured Interviews

Codes	Categories	Concepts
Early exposure to English through Instagram Contact foreigners Desire to understand movies Desire to have foreign friends Desire to interact with foreigners Desire to imitate idols and celebrities	Early exposure Social needs Role models	Initiation
Daily learning, practice, and use Learn through fun Concrete historical situations Plethora of sources Free and convenient medium	Active engagement	Facilitation

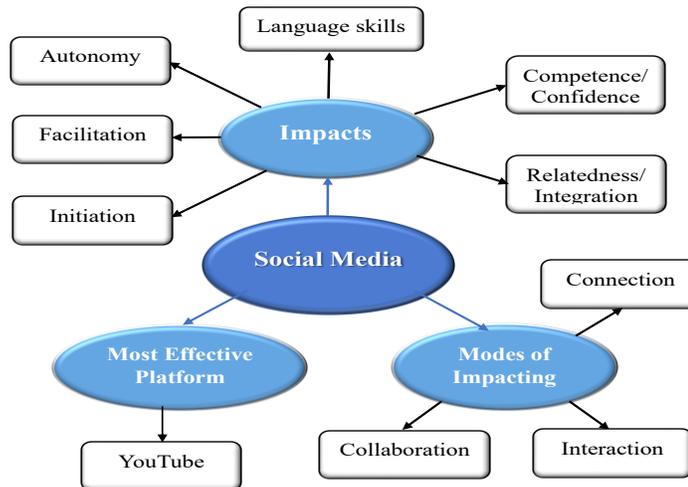
Table 3. Continue

Codes	Categories	Concepts
Need to improve proficiency Wake from learning slumber Progress of others with similar proficiency and tasks Confidence boost	Self-evaluation	Competence
Connection with classmates and teachers	Teamwork	Collaboration
English teaching channels, pages, accounts, and sites Contents, posts, statuses, comments Connection to real-life teachers Access to proficient and native English speakers	Connecting to learn	Connectivity
Interaction with foreign friends Chat with people from different nationalities Conversation with proficient speakers	Learning through interaction	Interaction
Variety of opinions Liberty of choice Flexibility of time and place Learning how to learn Hints on others' approaches	Self-learning	Autonomy
Global environment International language Intercultural communication	Sense of integration	Relatedness
Practice listening and speaking Enhance reading and writing Build vocabulary and grammar	Vocabulary and language skills	Language skills

Blended Findings

The results from questionnaire responses and semi-structured interviews were

similar. It could be schematically presented as below:



In this section, the findings were discussed with reference to previous studies and underlying theories. This was carried out according to the research objectives.

Impacts of social media on Learners' Motivation

According to the research findings, the impacts of social media on motivation towards learning English as a global language included initiation and facilitation of motivation, competence and confidence, autonomy, relatedness and integration, and language skills.

Initiation featured eminently in the qualitative research. It is an essential aspect of motivation that entails the ability to get a task started. The study revealed that social media oftentimes initiated the motivation to learn English. It aroused the desire to learn as well as causes the decision to commence the learning process. The prevalent factor recorded was the need to make and maintain relationships and interactions with foreign friends. Here, love and belongingness enhanced by social media trigger a concomitant need to learn English as it served both as a common and global language (Rao, 2019). Learning English becomes an instrumental value with respect to making and maintaining relationships. Such learning is motivated by integrated regulation, which is the most autonomous form of extrinsic motivation (Ryan & Deci, 2000). Other English learning initiating factors include early exposure to English through the social network, contact with foreigners, and the desire to imitate favorite celebrities and personal idols.

The facilitation of motivation toward learning English is another important impact of social media which was reflected in all the platforms. This is achieved by giving direction, invigorating intensity, and enhancing persistence. Social media makes the learning process 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 that social media expands the setting in which English is encountered, learned, and used. The study equally 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. The ease of learning promoted by social media both enhances and sustains the drive to learn English.

The concept of competence was also common to the platforms. It is one of the three human psychological needs that entails the ability to control the outcome of activity as well as experience mastery of a task as stated in the self-determination theory of motivation. Social media enhances English learners' language competency through communication with proficient English speakers as well as contact with interesting online posts and content in good English. Such scenarios give realistic awareness of learners' progress and English proficiency. They tend to expose learners' language level; whether or not they possess the needed skills to achieve certain degrees of communication in English. Consequently, they induce learners' self-evaluation and call for improvement where and when necessary. This points 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 (Thepittak and Somphong, 2021; Al-Jarrah et al, 2019; Annamalai, 2017). Online usage of the English language promotes knowledge of the language and the ability to employ it to achieve correct interpretation and meaningful production according to contexts.

Self-confidence connotes learners' self-assurance of whether or not they believe they can achieve certain levels of communication in English. It is an essential factor in language learning and articulation. Eventual successes that learners attain in understanding and

communicating in the target language are at least partially borne out of their belief that they are capable of achieving such. Social media boosts this belief by providing platforms for prior successful communications in English, vicarious experiences through online content, and verbal persuasion by proficient English speakers and friends. These align with Bandura's (1994) sources of self-efficacy. 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. This somewhat clarifies 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.

The concept of autonomy was peculiar to YouTube. It entails the desire to be causal agents of one's own life and activities. Learners' autonomy is enhanced by social media which provides platforms where they take responsibility and are actively involved in their learning. Social media 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 goals. The study 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 it satisfies the psychosocial need for autonomy, it fosters a high-quality form of motivation and optimum learning as proposed by self-determination theory (Ryan & Deci, 2000).

Relatedness was common to Instagram and Facebook. The concept refers to the universal need to connect, interact, and experience care from others. Social media

fulfills this need as well as fosters integration into the social matrix of the global community and benefit from being cared for. It gives that sense of connection and integration with the English-speaking world as well as a sense of communion and support in the English learning journey. It achieves these by removing inherent spatiotemporal constraints in communication, blurring international boundaries, changing dynamics of interaction, ubiquitously establishing virtual networks of people, and enthroning English as a common language. Close and intimate relationships are constantly developed across various linguistic backgrounds through social media with the aid of the English language. The emergent scenario necessitates the learning and knowledge of English learning.

The impact of social media on language skills was found in all five platforms. Social media promotes the acquisition and development of language skills. The four skills of reading, writing, speaking, and listening are constantly utilized in the media thereby causing intended and/or unintended learning of the language. While learners attempt to meaningfully use English in the media, their language skills incidentally improve with time. 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 students' language skills. It improves English learners' vocabulary, grammar, and pronunciation; and motivates self-learning. Furthermore, it 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.

How social media imparts Learners' Motivation

The impacts of social media on motivation toward English were made possible through the connective, interactive, and collaborative features of social media. These

characteristic features are discussed in the following paragraphs.

The concept of connectivity was highlighted across all the media. It is one of the essential characteristics of social media that has positively influenced English learners' motivation. 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. 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. Through social networks, learners both connect to learn and learn by connecting. As stated by the theory of connectivity, learning occurs as connections are made, and knowledge grows with the expanse of one's network. Learning is a process of connecting specialized nodes, which makes knowledge essentially a network (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. Growth in the network of the English language implies growth in its knowledge. Instead of being an internal and individualistic activity, English learning has become a social activity that is technologically enhanced, distributed within a network, and involves the recognition and interpretation of patterns.

The interactive characteristic was specific to Line, Instagram, and Facebook. Interaction in English on social networking platforms initiates and facilitates motivation and learning of English. In the initial stage, motivation to learn English is triggered by the social need to establish and maintain connections with foreigners and be integrated

into the global society through interactions. Then, in an attempt to meaningfully interact with foreigners in English, learners incidentally acquire the language as an unforeseen consequence of conversing through it as expressed by Long's (2020) interaction hypothesis. The interaction that ensues while negotiating for meaning causes language to be acquired. The acquisition thereof is often bereft of intentionality and awareness. Learners sometimes consciously notice new words, phrases, and grammatical structures while interacting and negotiating for meaning in English and at other times, they unconsciously perceive new forms while paying attention to communication and the task at hand. 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, requests for clarification, etc. These cause a shift of attention from meaning to language forms. Aligning with Nesrallah and Zangana's (2020) submission, students learn new words and enrich their vocabulary as they interact with their friends and proficient English speakers on social media. Though English is explicitly learned by the students, a greater part of it is implicitly acquired through interaction.

Lastly, the pedagogical value of social media is eminently featured in its promotion of collaborative learning and active engagement. This aspect was peculiar to the Line application. Social media enhances the flow of information between teachers and students, 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, among other things. 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) and Sanmamed et al (2017), social media gives a better active, creative, and collaborative classroom setting than the traditional approach.

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. YouTube makes English learning easy, fun, and spontaneous due to its variety of information sources and distinctive characteristics that allow originally-created videos to be shared, discovered, and viewed across the globe. The commonest of these specialized sources among language learners 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 (Hasan et al., 2018). Its flexibility in terms of time, place, mode, and choice motivates, while its plethora of scenarios with proper usage of language enhance pragmatics and cross-culturally understanding (Kim & Kim, 2021). It virtually answers every question asked with a variety of opinions at little or no time and cost.

Instagram had a significant impact on participants' motivation to learn English but was lower than the impact of YouTube. The platform is both interactive and connective. Interactive, by enhancing the establishment and maintenance of communication with friends and teachers, at home and abroad. Connective, by providing various sources of information with up-to-date authenticated knowledge. It offers learners real-life situations for learning, practicing, commenting, and interacting using English (Zarei & Rudravarapu, 2020;). It is often used as an education platform (Erarслан, 2019) and increases learners' motivation and

competence (Pujiati et al., 2019). 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 in Thailand, thereby enhancing collaborative and engaging learning (Liao & Lin, 2016). It makes teachers more approachable and at the same time familiarizes students with the use of English. Previous research has shown that the use of Line application for English learning ensues in high levels of satisfaction and perceived learning (White, 2019). The application is interactive, 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 utility, learners acquire new vocabularies and language skills (Jassim & Dzakhiria, 2019, Sirivedin et al., 2018). It gives a sense of integration and connection which consequently boost learners' motivation to learn English. 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.

Facebook Messenger was the least impactful platform on English learning. It is purely interactive and provides a platform for sharing knowledge (Farhan & Yusoff, 2019). It is an international environment for connecting and learning English. It enhances learning, practice, and use of English. It builds learners' repertoire of vocabularies, phrases, and grammar. Its features are however linked to Facebook and Instagram which ensued in its somewhat redundancy.

Conclusion and recommendations

Motivation toward learning English as a global language is positively impacted by the use of social media. This study, therefore, recommends the integration of social media with proper guidelines into the English teaching and learning process by education policymakers and curriculum planners. Also, connectivism should be adopted as one of the core teaching approaches and learning strategies. This flows from the position that knowledge is essentially network and learning

in the contemporary hyperconnected society is a process of connecting specialized nodes. 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. 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.

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