

Self-Esteem in English Learning among Higher Education Students: A Qualitative Study in Thailand

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Abstract

Self-esteem can be defined as the conviction that one possesses either value or capability. Both the beliefs that one holds about oneself (such as "I am loved" and "I am deserving") and the emotional states that a person goes through (such as triumph, depression, pride, and shame) are included in self-esteem. The concept of self-esteem is intriguing due to the fact that it can accurately predict a variety of outcomes, such as academic accomplishment, contentment, marital and relationship satisfaction, and even criminal behaviour. Despite the typical and temporary shifts that occur in one's self-esteem, psychologists typically see self-esteem as an enduring personality attribute known as "trait self-esteem." Some synonyms for self-esteem are "self-worth," "self-regard," "self-respect," and "self-integrity." This study aimed to explain the crucial self-esteem in learning English as a foreign language. The purposeful sample comprised six Thai English as a Foreign Language (EFL) students majoring in English at Thai universities. (1) Thai higher education students; (2) English learner program; and (3) Thai university enrollment in the year 2023. Experts examined the validity of the content of the qualitative questions. Students of English as a foreign language (EFL) in Thai universities of higher education perceived self-esteem as a crucial factor in English learning. High academic achievers are highly associated with EFL institute students' self-esteem. English is crucial for future daily life and employment, particularly for the younger generation. Students could use technology and mobile devices to study English.

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The appeal of English learning depends on instructors' techniques to motivate students. This study concentrates on self-esteem, motivation, and the utilization of technological devices. It may not encompass other factors that may influence the performance of English learners. It seems necessary to conduct additional research into additional variables.

Keywords: Self-Esteem; English Foreign Language Learning (EFL); Achievement; Higher Education

Introduction

The education delivery system has transformed after the COVID-19 epidemic. Educators are encouraged to continue the online teaching process so that students can continue learning, using platforms such as Skype, Zoom, Google Meet and Webex to implement a programme or course intended to be taught entirely online (Rameli et al., 2020). English as a second or foreign language (EFL) refers to the use of English by native speakers of other languages. English as a second language (ESL) can refer to language instruction for those acquiring English (Macaro et al., 2020). While the widespread embrace of virtual social words has grown in recent years, little is known about the personal factors influencing students' engagement in online courses. The pupils who enrolled in university-level online courses are in their second life. On this occasion, the effects of computer self-efficacy, metacognitive self-regulation, and self-esteem can predict students' engagement. The multidimensional construct of cognitive, affective, and behavioural factors was investigated and confirmed. It can provide a more efficient and meritorious instructional format for sequencing and pacing future-driven online courses to increase user engagement (Pellas, 2014). Social media addiction had a negative association with self-esteem, whereas self-esteem had a positive association with life satisfaction. In addition, self-esteem mediated the relationship between social media addiction and life satisfaction (Hawi & Samaha, 2017).

With the increasing importance of English due to economic development, people should begin learning the language enthusiastically at an early age. Learning a foreign language is not a straightforward task, and it can sometimes be tedious and tedious. Motivation is essential for English acquisition; therefore, how to effectively motivate students in English acquisition is a vital issue. The significance of student motivation and the methods for achieving it is related. The motivation

was explained as the intrinsic and extrinsic motivation and their relationships and concluded by discussing personal factors that affect motivation. According to the conclusion's rationale, the author suggests several effective methods to motivate students to learn English (Kong, 2009). The cooperative learning model's effects on improving English as a Foreign Language (EFL) literacy achievement, academic self-esteem, and reducing school alienation are crucial. The experimental group has a statistically significant advantage on the variable of EFL reading achievement attributable to self-esteem (Ghaith, 2003).

Mobile devices have permeated every aspect of human life, including education. The mobile app helped students prepare for the final achievement test, learning was accessible from anywhere, students valued corrective feedback, and they would choose to implement the mobile app in other courses taught by the faculty. On the other hand, the app was not very supportive regarding communication performance; students did not find the teachers' notifications encouraging and did not use the pronunciation support frequently. It was due to several factors, including providing students with words and phrases out of context and not testing all items on the final credit test. This study's findings contribute to our understanding of how students view the use of mobile apps for educational purposes (Klimova & Polakova, 2020).

Therefore, self-esteem, motivation and technological educational devices are crucial for English learners in this digital era, especially during digital transformation. However, internet or smartphone adoption is necessary to discuss among educators.

Research Objective: This study explains how self-esteem is essential to English learners, especially in the digital era and 21st-century learning.

Research Questions: Why is self-esteem essential to English learners, especially in the digital era and 21st-century learning?

Literature Review

English Learners in Higher Education and the Digital Era

During the COVID-19 pandemic and forward, the English language has had a significant reach and influence and is taught globally. Listening is the talent that

improves most when learners use social media to study and spend more time learning English. Utilizing social media assists students in acquiring new vocabulary words, practising them, and reducing penmanship errors. YouTube is the most popular social media tool for English language learners. It is crucial to change and rethink strategies because English is also taught as a second language to recent immigrants in English-speaking countries. This population confronts unique challenges (Siripipatthanakul et al., 2022). Education has already incorporated artificial intelligence. Implementing artificial intelligence is a crucial and strategic factor in the evolution of education. In addition, the use of artificial intelligence as a digital assistant is increasing. They assist teachers and students in various ways, including providing access to vast learning materials based on their learning requirements and subjects. However, advances in artificial intelligence are not without hazards, including safety, security, and privacy concerns. Consequently, AI technologies positively and negatively affect the education sector (Limna et al., 2022, a). Coronavirus (COVID-19) afflicted the planet, causing widespread economic and educational disruptions. Most of the world's education systems have shifted to synchronous or asynchronous online instruction. Thus, traditional teaching and learning methods are no longer viable for students. Throughout the pandemic, the actuality of online teaching and learning methods by the education system, particularly the Higher Learning Institutions, as an alternative teaching method is mandatory. Students' perspectives on implementing online learning in higher education institutions during this pandemic have been challenged. (Selvanathan, Hussin & Azazi, 2023).

Mobile devices are a game-changing innovation that opens a wide range of possibilities; however, they also have the potential to present users with challenges. The formation of addictive behaviours that have the potential to damage one's well-being adversely. The effect that being addicted to smartphones and spending a lot of time on Instagram has on the level of self-esteem that students in Physical education have. There were several factors, including age and gender, that contributed to the inappropriate use of smartphones. The intensity of one's Instagram use was found to have an association with one's addiction to using their smartphone. The impact that students' addiction to their smartphones has on their sense of self-worth was another topic of discussion. On the other hand, the amount

of time spent on Instagram did not affect self-esteem. In conclusion, the findings are examined, and the immediate ramifications of the study are outlined. The critical meaning is that physical education students play a unique role in preventing the inappropriate use of smartphones and Instagram while participating in sports (Romero-Rodríguez et al., 2020).

The TAM model consists of perceived usability and perceived utility. The relationship between the TAM model and the intention to use intelligent education technology relates to student satisfaction. The TAM model does not directly affect the choice to use innovative education technology. The adoption of the TAM model and student satisfaction may be improved because of the findings of this study, which could be helpful to educators and instructors. In addition, the results could be applied to any industry to increase the intention to use innovative technology via the TAM model's predictors and the mediating role of user satisfaction (Siripipatthanakul et al., 2022).

Artificial intelligence (AI) introduces new tools with the potential to transform traditional teaching and learning processes into the educational environment. The comprehensive overview of AI technologies is prospective educational applications and the associated challenges. The discussion focuses on chatbots and related algorithms that simulate human interactions and generate human-like text based on natural language input. In addition to the benefits of advanced chatbots such as ChatGPT, their use in education raises significant ethical and practical issues. The authors intend to provide insightful information on how artificial intelligence can be successfully integrated into educational settings to the advantage of teachers and students while promoting responsible and ethical use (Adiguzel et al., 2023).

Natural language processing (NLP) and educational technology advancements, as well as the availability of unprecedented quantities of educationally relevant text and speech data, have sparked a growing interest in using NLP to address the needs of teachers and students. However, educational applications vary significantly from the applications for which NLP systems are typically developed. It is an emphasis on both opportunities and challenges (Litman, 2016). Therefore, technological devices, such as a smartphone for education, is crucial in the digital world that could improve the English proficiency of higher education students, especially YouTube, Netflix, and English learning websites.

Motivation Theory and English Learning

The English-learning motivation of mature pupils is crucial. The students could be either English majors or non-majors. Non-English majors were more likely to be means-oriented than their English counterparts. It was determined that English graduates possess additional integrative motivation. The factors affecting the motivation of English majors were more varied than those involving the motivation of non-English majors. Their attitudes towards the target language and culture clearly distinguished the two groups. The instruction for students should be tailored to mature students' requirements and characteristics (Sun & Wang, 2022).

Motivation and other attitudinal factors influence a learner's capacity to acquire English as a Second Language while presenting an alternative viewpoint for English language acquisition. These factors influence a learner's English comprehension via four elements: 1) motivation, 2) attitude, 3) anxiety, and 4) self-confidence as a means of demonstrating how, as opposed to vocabulary excess. Students' experience in English can be enhanced through enjoyable reading (Ahmad Baaqeel, 2020).

Students' English proficiency is influenced by their attitudes, motivation, or language anxiety. Students' attitudes towards English learning and motivation predicted English achievement positively, whereas attitudes towards the learning situation and language anxiety predicted English achievement negatively. Student strategies positively affected the predictability of motivation on English achievement, while teachers' plans may not affect students' English achievement directly (Bernaus & Gardner, 2008).

The study of language learners' motivation has been regarded for a long time as a crucial factor in second/foreign language acquisition success. The greater a learner's autonomy motivation, the greater their engagement with the activity. The fundamental psychological requirements of the learners must be met: autonomy, competence, and relatedness to sustain autonomous motivation. However, the literature has not yet explored the significance of these three components and their relationship to autonomous motivation in mobile-assisted language learning. Therefore, a social networking mobile application (WhatsApp) was used in teachers' everyday use of such an application and increased student motivation. Greater recognition of the benefits and difficulties of utilizing WhatsApp is the instrument

for mobile-assisted language learning in the educational context (Alamer & Al-Khateeb, 2023).

A language learner may be highly motivated but have little investment in the language practises of a particular classroom or community, which may be racist, misogynistic, elitist, anti-immigrant, or homophobic, for example. Alternately, the language learner's conception of effective language instruction may differ from that of the teacher, compromising the language learner's investment in classroom language practises. Thus, despite being highly motivated, the language learner may not be invested in the language practises of a given classroom (Darvin & Norton, 2023).

Self-Esteem and English Learning

The intrinsic motivation, self-esteem, and cognitive abilities of verbal fluency and reasoning are related to academic achievement. Academic achievement is influenced by cognitive and non-cognitive factors and the malleability of cognitive factors, which appear to be influenced by motivation and self-esteem (Moyano et al., 2020). As one of the most prominent foreign languages, English is crucial in education. English is taught from elementary school through university and is even a requirement for graduation or employment, demonstrating its significance. To graduate, university students must pass the campus English Proficiency Test (EPT). Therefore, acquiring and mastering English is a crucial stage for students. There are several factors to consider when teaching English in the classroom. Every pupil has unique characteristics. Variable levels of comprehension are the consequence of varied personalities. Students' personalities differ significantly, but self-esteem is crucial for influencing individuals. The self-esteem of students can affect student's personality and English learning. The relationship between students' self-esteem and their EPT scores was moderately positive. Thus, the higher an individual's self-esteem, the higher their EPT score (Utami & Wahyudin, 2022).

There were no significant distinctions between male and female learners regarding their self-esteem and EFL achievement. All participants in the EFL teaching/learning process must develop and promote the self-esteem of EFL learners in their pursuit of the English language. Suggestions are made on implementing learner self-esteem to assure optimal EFL learning outcomes and

other potential areas for future self-esteem research (Alrabai, 2017). Self-esteem, a crucial component of personality, influences the attitudes and behaviours of individuals. Self-esteem is frequently associated with positive mental health, practical living, effective learning, and even high life quality; how people perceive themselves, positively or negatively, indicates their self-esteem. Since self-esteem and academic performance are intertwined, the researchers wish to determine if a correlation exists between students' self-esteem and English proficiency. Nonetheless, several studies have found that self-esteem influences their EPT score; the higher their self-esteem, the higher their EPT score (Gultom & Oktaviani, 2022).

When dependence on social media was used as a predictor, the hypothesized connections with symptoms of depression, loneliness, social anxiety, and low self-esteem were found to be greater for Welsh speakers than those who did not speak Welsh. According to the findings, the perception or actual marginalization of a minority language within the context of social media may have a detrimental effect on the levels of self-esteem held by speakers of minority languages, which may, in turn, affect linked psychological variables (Jones, Reppa & Reed (2022). Educators are responsible for identifying practical writing approaches that might assist pupils whose levels of self-esteem vary in improving their writing skills. The efficacy of two writing methods, Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW), in enhancing the writing abilities of undergraduate students whose levels of self-esteem differed was investigated (Yulianawati et al., 2022).

Therefore, academic success is linked to factors such as an individual's level of self-esteem, verbal fluency, and intrinsic motivation. Reasoning and verbal fluency are also critical. Cognitive and non-cognitive elements and the malleability of cognitive components all have a role in academic accomplishment. Motivation and self-esteem appear to play a role in academic achievement as well. Self-esteem is essential for EFL in English proficiencies and scores.

Self-Esteem and Smartphone Addiction in the 21st-Century Learning

The myriad psychological consequences of using social media on pupils are tied to the student's overall psychological well-being. Depression, stress, anxiety, emotional isolation, low self-esteem, memory loss, and self-harm are some

of the psychological impacts that can be caused by students' excessive usage of social media platforms. Using social media platforms such as Facebook and Twitter affects students' mental health. It has been shown that feelings of sadness, stress, anxiety, emotional isolation, low self-esteem, memory loss, and self-harm are the psychological impacts of using social media among students. There is a significant influence of using social media on the psychological well-being of students. In addition, it has been determined that using social media affects students' psychological well-being (Olola et al., 2023).

Considering the increased interest in the potential implications of internet addiction on adolescents' mental health, the psychological correlates of problematic use of social media and the internet during the first year of the covid-19 pandemic are being investigated. There was a significant gender difference in the time spent on social media and the frequency with which checking occurred while conducting other daily activities. There were found to be effective relationships between the self-report measure of addiction to social media and both self-esteem and anxiety levels. Both gender (female) and trait anxiety are predictors of addiction to social media (Ciacchini et al., 2023). Anxiety was the moderating factor in the relationship between being prone to boredom and being addicted to smartphones and between being lonely and addicted to smartphones. On the other hand, melancholy and stress did not moderate the relationship between boredom and loneliness and smartphone addiction. There is a strong correlation between addiction to smartphones and psychological illnesses; screening measures are required to reduce the prevalence of smartphone addiction. As a result, there is a connection between being addicted to smartphones and having psychological issues (Malaeb et al., 2022).

More and more students are in danger of developing smartphone addictions due to the widespread use of smartphones among university students in the twenty-first century. Smartphone addiction is characterized by compulsive desires to use the device and can cause a person to become distracted from essential chores as well as academic efforts. There is a correlation between compulsive smartphone use, distraction caused by smartphones, and negative mental and emotional states such as stress, anxiety, and sadness. In addition, there was a negative correlation between smartphone addiction, distraction caused by smartphones, and academic performance. Those who were older at the university

had higher levels of smartphone addiction and distraction than those who were younger. Students at the institution who kept their smartphones in their bags or pockets scored significantly higher on smartphone addiction and distraction than those who kept their phones on the desk. Students who kept their phones on ring and vibration rather than silent had worse scores in attention impulsiveness tests than those who kept their phones on mute. Considering these findings, teachers need to implement integrative learning tactics, such as learning activities that can be done on a smartphone and gamification features, to encourage and engage their pupils (Suah, 2023).

Due to the proliferation of smartphone use among university students in the twenty-first century, an increasing number of students are at risk of developing a dependency on their mobile devices. Technological devices are critical for English learners today. Using the device can cause a person to become sidetracked from essential activities and scholastic attempts. However, an addiction to a smartphone is characterized by compulsive impulses to use the gadget.

English Language Learning (EFL) Achievement through Self-Esteem and Technology Adoption

A relationship exists between English as a foreign language (EFL) pupils' self-efficacy, self-esteem, and academic achievement. Furthermore, between self-esteem and self-efficacy, the former was a more accurate predictor of academic success among EFL students (Asakereh et al., 2018). English is essential for effective communication in both domestic and international settings. In addition to being a teaching instrument in schools, it is also utilized in colleges and universities. ESL (English as a Second Language) classes are now mandated and cannot be skipped in all educational institutions. A person must be physically, mentally, and emotionally engaged in communicating and comprehending when acquiring a second language (Siripipatthanakul, Muthmainnah & Al Yakin, 2022).

The Covid 19 pandemic has had a significant impact on both the health and education industries. This phenomenon necessitates that instructors or lecturers utilize online learning media as an alternative to meet their students' cognitive, affective, and social skill needs. YouTube is one of the many available online learning alternatives. The characterize how YouTube was utilized as an online learning resource during COVID-19, as a teaching aid, YouTube features such

as customized thumbnails, playlists, share links, and end screens are functional (Muthmainnah et al., 2022). The results provide support for Ahmad Baaqeel's (2020) argument that a learner's ability to acquire English as a Second Language is influenced by motivation and other attitudinal elements. At the same time, the findings give a different point of view on the process of English language acquisition. These characteristics influence the English understanding of a language student through four distinct aspects, namely: 1) motivation; 2) attitude; 3) anxiety; and 4) self-confidence, as opposed to an excessive amount of vocabulary. Participating in literature that the student finds entertaining can help to enrich the English learning experience (Limna et al., 2022; b).

The appropriateness of the technologies utilized in online learning, such as videoconferencing, learning management systems, discussion forums, and interactive exercises, for usage in the context of academic pursuits in the era of digital technology. The educators who incorporate technological advances into their courses or want to encourage their students to read and learn more. The findings can be used as a source of information for school administrators and others in the education sector to take corrective action. In addition, creators of software may find new ways to solve technical problems after being motivated by the data (Gao, 2023) Thus, in the context of academic endeavours, the appropriateness of the technologies utilized in online learning, such as videoconferencing, learning management systems, discussion forums, and interactive exercises. These technologies are used in the modern period and relate to the learners' self-esteem.

The conceptual model is proposed and shown in Figure 1 (below).

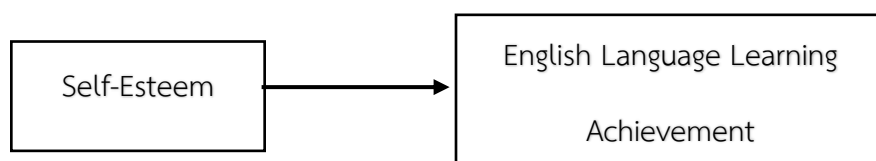


Fig. 1. Conceptual Framework

Research Method

Viphanphong et al. (2023) and Woodeson et al. (2023) suggested a qualitative approach based on content analysis was utilized. The interpretation and analysis were carried out with the help of qualitative data analysis. In addition, primary data, information on concepts and theories, and primary data and relevant literature were all used to compile secondary data.

According to the study of Limna et al. (2022, c), the research strategy used was the qualitative approach. In-depth interviews were carried out to provide light on the theoretical model. In the course of the data-gathering process, semi-structured interviews were utilized.

The content analysis develops a model that conceptually describes the phenomenon. The phases of the inductive and deductive analysis processes are preparation, organization, and reporting. Both approaches share a comparable preparatory phase. During inductive content analysis, concepts are derived from the data. When the analysis structure is operationalized based on prior knowledge, deductive content analysis is employed (Elo & Kyngäs, 2008). This research used content analysis for its interpretation. The primary data from interviews were used for content analysis and interpretation.

The interview questions include four main questions as follows.

- 1) How are English Learners in higher education benefit from the digital era?
- 2) How is motivation essential to English Learning?
- 3) How is self-esteem essential to English learning?
- 4) How does English Language Learning (EFL) achievement relate to self-esteem and technology adoption?

The respondents were six higher education students majoring in English at a private university in Thailand. The criteria of the respondents include 1) English learners, 2) Second language learners, 3) Thai students, 4) the age is over 18 years old 5) English literacy. The data was collected between February to March 2023 using English communication as the interview medium.

Research Results

Table 1: The demographic profile of six respondents.

No. of Residents	Gender	Age (years old)
Respondent 1	Male	19
Respondent 2	Male	19
Respondent 3	Female	19
Respondent 4	Female	20
Respondent 5	Female	20
Respondent 6	Female	21

Content Analysis Results

English Learners in Higher Education Benefit from the Digital Era

EFL students use technology to support and learn English in physical and virtual classrooms. The technological devices that could help English learners include YouTube, Netflix, a social networking website, a mobile phone, and the internet browser. While employing technology in English classrooms does have some benefits, and also has some disadvantages. The student's lack of access to the internet is the most frustrating obstacle they must overcome. The students do not have adequate knowledge of helpful technological tools for English learners are one of the obstacles.

"English language effectiveness depends on the student's interests and their preference. Sometimes, individual confidence is because of the environment. Parents of students who are foreigners influencing that student group use English as general, and their proficiency is better than general students who are not in the English communication environment".

Respondent 3, 19 years old-female English learner (February 27, 2023)

"The students could learn English in many channels in online media, such as Netflix, YouTube, and websites. The mobile is very easy to access if there is a network there. But, sometimes, it is the issue if we go anywhere that is not available for the internet."

Respondent 1, 19 years old-male English learner (March 2, 2023)

Motivation is Essential to English Learning

English language learners require motivation as one of the essential components. Students with a positive attitude towards the English language are more effort in English learning when the classes are more challenging. Motivation helps students communicate in English effectively in classes and could integrate into the real world. Understanding and using English has become a requirement for the younger generation. It is widely acknowledged that motivation is one of the most critical aspects that contribute to successful language acquisition. Technological devices could motivate students rather than intrinsic motivation. English learners are highly driven and influenced by motivation. The student's motivation to learn English is essential because the technological devices offered to help increase their skills.

"Kartoon and Games motivate me in English learning. I choose Kartoon, which provide English subtitle. Also, games motivate me very much. I can learn English at the same time as funny."

Respondent 4, 20 years old-female English learner (March 4, 2023)

"English is very important for daily life and occupation in the future, especially for the young generation. I could use technology and mobile in English learning. My goal is a high English score. The motivations in online classrooms are necessary much more face-to-face. The attraction to English learning depends on the teachers' techniques that could motivate me."

Respondent 6, 21 years old-female English learner (March 8, 2023)

Self-Esteem is Essential to English Learning

A person's perspective on and appreciation for themselves as unique individuals can be a definition of self-esteem. The strong connection is to how an individual views themselves on satisfaction and preference, environment, and social influence by friends on student competencies. Whether the students' high or low self-esteem impacted how well they learned English. Students who have performed well academically may have a high level of self-esteem. On the other hand, students who are deemed to have low academic achievement have low self-confidence and self-esteem.

"I always feel excited if I have to speak English in the class. My friends and teachers influence my confidence."

Respondent 5, 21 years old-female English learner (March 10, 2023)

"I think the students who like English have more confidence in speaking and communicating English. The English score depends on the individual. International universities could enhance students' effectiveness in English learning because they always use English daily. They may satisfy to speak English than the students who study in universities that are not internationally."

Respondent 2, 19 years old-male English learner (March 12, 2023)

Research Discussion

The findings support Rameli et al. (2020) that educators are encouraged to continue the online teaching process so that students can continue to learn, utilizing platforms such as Skype, Zoom, Google Meet, and Webex. English learning could be implemented as a programme or course designed to be taught online, especially in today's digital era.

The results corroborate Limna et al. (2022, a) assertion that English learning has already incorporated artificial intelligence. Implementing artificial intelligence is a crucial and strategic element in the evolution of education. Additionally, the use of artificial intelligence as a digital assistant is growing. They help instructors and students in various ways, including providing access to vast learning materials based on their specific learning needs and subjects. However, advancements in artificial intelligence pose risks, including safety, security, and privacy concerns. Thus, AI technologies impact the education sector both positively and negatively.

The findings support Romero-Rodriguez et al.'s (2020) assertion that mobile devices are a game-changing innovation that opens many opportunities; however, they may also present users with challenges. Addiction is the development of behaviours that have the potential to be detrimental to one's health. Physical education pupils' self-esteem level relates to smartphone addiction and Instagram usage. The findings support Kong (2009) that due to the growing significance of English due to economic development, people should begin learning the language enthusiastically at a young age. Learning a foreign language is not a simple endeavour; it can sometimes be tedious and monotonous. Motivation is crucial for

English acquisition; consequently, how to effectively motivate students in English acquisition is an essential issue. There is a connection between the significance of student motivation and the methods for attaining it. Motivation is the terms of intrinsic and extrinsic motivation, as well as their interrelationships, and the essay concluded with a discussion of personal factors that influence motivation. According to the conclusion's justification, the author proposes several effective methods to motivate students to study English.

The results corroborate Sun & Wang that mature students' English-learning motivation is crucial. The students could be majors or non-majors in English. Non-English majors were more likely to be focused on means than English majors. It was determined that English majors possess additional motivation for integration. The factors that motivated English majors were more diverse than those that motivated non-majors. Their perspectives on the target language and culture distinctly differentiated the two groups. The instruction should be tailored to the needs and characteristics of mature students. The findings corroborate Ahmad Baageel's (2020) assertion that motivation and other attitudinal factors influence a learner's ability to acquire English as a Second Language while presenting an alternative perspective for English language acquisition. These factors influence a language learner's English comprehension through four elements: 1) motivation, 2) attitude, 3) anxiety, and 4) self-confidence, as opposed to vocabulary excess. Students' English experience can be enhanced by engaging in enjoyable literature.

The results corroborate Utami & Wahyudin (2022) that English is essential in education. English is taught from kindergarten through college and is a graduation and employment requirement, demonstrating its significance. Students must pass the campus English Proficiency Test (EPT) to graduate. Consequently, learning and mastering English is an essential step for students. There are numerous considerations to make when teaching English in the classroom. Every student has distinctive characteristics. Different personalities result in varying levels of comprehension. Students' personalities vary considerably, but self-esteem is essential for influencing individuals. Students' self-esteem can affect their personality and English proficiency. A moderately positive correlation existed between students' self-esteem and their EPT scores. Consequently, the higher a person's self-esteem, the higher their EPT score.

The findings corroborate Olola et al. (2023) that students' use of social media is associated with their overall psychological health. Depression, stress, anxiety, emotional isolation, low self-esteem, memory loss, and self-harm can be caused by excessive use of social media platforms among students. The use of social media platforms such as Facebook and Twitter impacts the mental health of students. It has been demonstrated that social media students experience sadness, stress, anxiety, emotional isolation, poor self-esteem, memory loss, and self-harm. The use of social media has a significant impact on the psychological health of students. In addition, social media use impacts the psychological health of students.

The findings corroborate Suah (2023) that many students are at risk of developing smartphone addictions due to the widespread use of smartphones among university students in the twenty-first century. Smartphone addiction is characterized by a compulsive desire to use the device and can cause a person to become distracted from essential tasks and academic endeavours. There is a correlation between compulsive smartphone use and negative mental and emotional states, such as tension, anxiety, and depression. In addition, a negative correlation exists between smartphone addiction and academic performance. Older university students exhibited higher smartphone addiction and distraction levels than younger students. Students who kept their smartphones in their bags or pockets scored substantially higher on smartphone addiction and distraction than students who kept their smartphones on their desks. On attention and impulsiveness tests, students who kept their phones on sound and vibration rather than silent had lower scores than those who kept their phones on mute. Thus, teachers must employ integrative learning strategies, such as smartphone-based learning activities and gamification features, to motivate and engage their students in English learning.

However, according to Hawi & Samaha (2017), social media had a negative correlation with self-esteem, while self-esteem had a positive correlation with life satisfaction. In addition, path analysis revealed that self-esteem mediated the relationship between social media addiction and life satisfaction, and it is an issue to discuss for further study.

Conclusions

Both the health and education industries have been significantly affected by the Covid 19 pandemic. This occurrence necessitates that instructors and lecturers utilize online learning media as an alternative to meet their students' cognitive, affective, and social skill requirements during the pandemic and post-pandemic. YouTube is one of the many online learning alternatives available. YouTube features such as customized thumbnails, playlists, share links, and end displays are functional as teaching aid. YouTube was utilized as an online learning resource throughout COVID-19. Students of English as a Foreign Language use technology to support and learn English in physical and virtual classrooms. YouTube, Netflix, a social networking website, a mobile phone, and a web browser are among the technological tools that can aid English language learners. While the use of technology in English classrooms has some advantages, it also has some drawbacks. Lack of Internet access is the most infuriating obstacle the student must surmount. One of the obstacles is that students lack adequate knowledge of helpful technological instruments for English learners.

To aid viewers, English programme directors and marketers should consider facilitating conditions such as offering customer service. It is necessary to ensure that Netflix's English-learning applications are compatible with the technologies most people use to increase people's desire to learn English through Netflix (English Subtitle). Additionally, effort expectations can be reduced by developing user-friendly English Subtitle features on Netflix. Also, English programme directors and marketers should consider performance expectations by, for example, increasing users' perceptions of how Netflix's English subtitles enhance their English skills.

Appropriateness of online learning technologies, such as videoconferencing, learning management systems, discussion forums, and interactive exercises, for academic pursuits in the digital age. Educators who integrate technological advances into their curricula or who wish to encourage their students to read and learn more. School administrators and others in the education sector can use the findings as a source of information to take corrective action. Moreover, software developers who are inspired by the data may discover novel solutions to technical problems.

Smartphone addiction is characterized by a compulsive desire to use the device and can distract a person from essential duties and academic pursuits. There is a correlation between excessive smartphone use and negative mental and

emotional states, including tension, anxiety, and melancholy. Additionally, there is a negative correlation between smartphone addiction and academic achievement. Older university students demonstrated greater smartphone dependency and distraction than younger students. Students who kept their smartphones in their bags or pockets scored significantly higher than those who kept their smartphones on their workstations on smartphone addiction and distraction measures. On attention and impulsiveness tests, students whose phones were set to sound and vibration instead of silent scored lower than those assigned to mute. Instructors must employ integrative learning strategies, such as smartphone-based learning activities and gamification features, to motivate and engage their students.

One of the essential components for English language learners is motivation. When classes are more complex, students with a positive attitude towards the English language exert tremendous effort in English learning. Motivation enables students to communicate effectively in English in class and integrate into the real world. Understanding and employing English is now a necessity for the newer generation. It is widely acknowledged that motivation is one of the most critical factors in language acquisition success. Instead of intrinsic motivation, technological instruments could motivate students. Students of English are intensely motivated and motivated by motivation. The student's motivation to learn English is crucial because technological devices are available to assist in skill development. Self-esteem can be defined as a person's perspective on and appreciation for themselves as unique individuals. The relationship between self-perception, satisfaction and preference, environment, and the social influence of peers on student competencies is substantial. The extent to which the student's self-esteem affected their English learning. Students who have achieved academic success may have a healthy sense of self-worth. On the other hand, students with low academic achievement have low self-confidence and self-esteem.

Limitations

This study focuses on self-esteem, motivation, and technological device application. It may not cover other factors that may influence English learner performance. Despite the significance of the study's findings, their applicability could be limited by several other factors. It appears necessary to conduct further investigation on additional variables. Although this qualitative method variation has

little bearing on the current study's findings, limitations still occur. A distinct potential flaw in the present study is the relative simplicity of the extensive, in-depth interviews. Compared to the number of other variable-related aspects, the number of respondents in this study was relatively modest. For a deeper comprehension of the relationship, the researchers advocate quantitative research for further investigation.

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