



**THE IMPACTS OF SOCIAL MEDIA USE ON ENGLISH LANGUAGE USAGE AMONG
PRIVATE UNIVERSITY STUDENTS: THE MEDIATING EFFECT OF INTRINSIC AND
EXTRINSIC MOTIVATION**

LEONG KAI QI

21ATB04405

SUPERVISOR: Dr. Tiew Chia Chun

UALZ 3023 - FYP2 REPORT

**SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FACULTY OF EDUCATION
JUNE TRIMESTER 2025**

© 2025 Leong Kai Qi. All rights reserved.

This Final Year Project is submitted in partial fulfilment of the requirements for the degree of Bachelor of Arts (Honours) English Education at Universiti Tunku Abdul Rahman (UTAR). This Final Year Project represents the work of the author, except where due acknowledgment has been made in the text. No part of this Final Year Project may be reproduced, stored, or transmitted in any form or by any means, whether electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the author or UTAR, in accordance with UTAR's Intellectual Property Policy.

THE IMPACTS OF SOCIAL MEDIA USE ON ENGLISH LANGUAGE USAGE AMONG PRIVATE UNIVERSITY STUDENTS: THE MEDIATING EFFECT OF INTRINSIC AND EXTRINSIC MOTIVATION

ABSTRACT

Concerns have arisen regarding social media's influence on students' language practices with the widespread use of social media. This research examines the relationship between social media use and English language usage among Malaysian private university students, with intrinsic and extrinsic motivation as the mediating factors. The study also employed a quantitative and cross-sectional design guided by Self-Determination Theory (SDT) and Technology Acceptance Model (TAM). Convenience sampling was used to recruit a total of 321 students from various faculties. Data were collected through an online survey questionnaire and analysed using SPSS for data cleaning and SmartPLS for Partial Least Squares Structural Equation Modeling (PLS-SEM). Findings revealed that social media use significantly impacted English language usage, with intrinsic motivation emerging as a strong and significant mediator. In contrast, extrinsic motivation demonstrated an insignificant mediating factor. The findings indicated the importance of promoting intrinsic motivation in language learning and offer practical and theoretical implications for employing social media to improve English proficiency in higher education.

Keywords: Self-Determination Theory, Technology Acceptance Theory, Intrinsic Motivation, Extrinsic Motivation, Social Media Use, English Language Usage

Subject Areas: P118-118.75 Language acquisition, LB2300-2430 Higher education

Table of Contents

CHAPTER 1	13
INTRODUCTION.....	13
1.1 Introduction	13
1.2 Background of the Study	14
1.3 Statement of Problem.....	17
1.4 Research Objectives	19
1.5 Research Questions	20
1.6 Significance of the Study	21
1.7 Definitions of Terms	22
<i>1.7.1 Social Media Use</i>	<i>22</i>
<i>1.7.2 Intrinsic Motivation</i>	<i>23</i>
<i>1.7.3 Extrinsic Motivation</i>	<i>23</i>
<i>1.7.4 English Language Usage</i>	<i>24</i>
1.8 Scope and Limitations of the Study	24
1.9 Summary	26
CHAPTER 2	27
LITERATURE REVIEW.....	27
2.1 Introduction	27
2.2 The Relationship of Social Media Use and English Language Usage.....	27

2.3 The Effect of Intrinsic Motivation on English Language Usage	29
2.4 The Relationship between Social Media Use, Intrinsic Motivation and English Language Usage.....	31
2.5 The Effect of Extrinsic Motivation on English Language Usage	32
2.6 The Relationship between Social Media Use, Extrinsic Motivation and English Language Usage.....	34
2.7 Theoretical Framework	35
2.8 Conceptual Framework	37
2.9 Summary	39
CHAPTER 3	40
METHODOLOGY	40
3.1 Introduction	40
3.2 Research Design.....	40
3.3 Sample and Sampling Technique	42
3.4 Instrumentations	44
3.5 Data Collection Procedures	45
3.6 Data Analysis	46
3.7 Ethical Considerations.....	48
3.8 Summary	50
CHAPTER 4	51

FINDINGS & ANALYSIS	51
4.1 Introduction	51
4.2 Demographic Profile	52
4.3 Descriptive Analysis on Level of Social Media Use	53
4.3.1 Level of Image-Based Dimension	56
4.3.2 Level of Comparison-Based Dimension.....	58
4.3.3 Level of Belief-Based Dimension	60
4.3.4 Level of Consumption-Based Dimension.....	62
4.4 Level of Intrinsic Motivation.....	65
4.5 Level of Extrinsic Motivation.....	67
4.6 Level of English Language Usage	70
4.7 Assessment of Measurement Model.....	72
4.7.1 Internal Consistency and Convergent Validity	72
4.7.2 Discriminant Validity	75
4.8 Assessment of Structural Model.....	76
4.8.1 Direct Effect Path Coefficients	77
4.8.2 Mediating Effects	80
4.9 Summary	81
CHAPTER 5.....	82
DISCUSSION & CONCLUSION.....	82

5.1 Introduction	82
5.2 Discussion	82
5.2.1 Influences of Social Media Use and English Language Usage.....	82
5.2.2 Influences of Social Media Use on Intrinsic Motivation	85
5.2.3 Influences of Social Media Use on Extrinsic Motivation	86
5.2.4 Influences of Intrinsic Motivation on English Language Usage.....	88
5.2.5 Influences of Extrinsic Motivation on English Language Usage.....	90
5.2.6 Mediation of Intrinsic Motivation on Social Media Use on English Language Usage	92
5.2.7 Mediation of Extrinsic Motivation on Social Media Use on English Language Usage	93
5.3 Implications.....	95
5.4 Limitations	98
5.5 Recommendations	100
5.6 Conclusion.....	101
5.7 Summary	103
References	104
Appendices.....	126
Appendix A	126
Appendix B	128

Appendix C 129

Appendix D 130

Appendix E 131

LIST OF TABLES

Table	Page
4.1 Demographic Information of Respondents	52
4.2 Interpretation for level of social media	53
4.3 Overall Mean Value and Standard Deviation of Measured Scales	54
4.4 Mean Score and Total Percentage of 4 Social Media Use Subscales	55
4.5 Mean Score and Total Percentage of Image-Based Dimension	57
4.6 Mean Score and Total Percentage of Comparison-Based Dimension	59
4.7 Mean Score and Total Percentage of Belief-Based Dimension	61
4.8 Mean Score and Total Percentage of Consumption-Based Dimension	64
4.9 Mean Score and Total Percentage of Intrinsic Motivation	66
4.10 Mean Score and Total Percentage of Extrinsic Motivation	69
4.11 Mean Score and Total Percentage of English Language Usage	71

1	Convergent Validity Results	73
2	Discriminant Validity Results (HTMT)	75
3	Inner VIF Values	76
4	Results of Direct Effect Path Coefficients	80
5	Results of Mediating Effects	81

LIST OF FIGURES

Figures	Page
2.1 Theoretical framework	37
2.2 Conceptual Framework	39
3.1 Research Design	42
4.1 The Structural Model	76

LIST OF ABBREVIATIONS

EM	Extrinsic Motivation
EMS	Extrinsic Motivation Scale
ELU	English Language Usage
ELUS	English Language Usage Scale
IM	Intrinsic Motivation
PEOU	Perceived Ease of Use
PLS-SEM	Partial Least Squares Structural Equation Modeling
PU	Perceived Usefulness
SDT	Self-Determination Theory
SMU	Social Media Use
SMUS	Social Media Use Scale
SPSS	Statistical Package for the Social Sciences
TAM	Technology Acceptance Model
UTAR	Universiti Tunku Abdul Rahman
UTAR SERC	Universiti Tunku Abdul Rahman Scientific and Ethical Review Committee

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter presented the outline for the significant relationship between social media use, English language usage, and the mediating roles of intrinsic and extrinsic motivation among private university students. As social media persists to influence the various aspects of students' lives, its impact on language learning still remains as a subject of interest. Despite the possibility of social media in promoting language proficiency, the degree to which intrinsic and extrinsic motivations mediate this relationship is not fully explored. In response to this gap, this research focused on exploring how social media influence affect English language usage and the role motivation plays in this process. The research objectives focused on identifying impacts of social media on language learning, examining the influence of intrinsic and extrinsic motivation, as well as investigating how these motivations mediate the relationship between social media use and language proficiency. The significance of this study lied in its potential to offer insights for educators and policymakers in leveraging social media to enhance English language teaching and learning. This chapter also defined the key concepts of social media use, motivation as well as English language usage, therefore providing a foundation for this study. Lastly, the chapter highlighted the study's scope and limitations, focusing on the weaknesses found in the current research.

1.2 Background of the Study

In today's society, individuals seek other to be equipped with 21st-century skills (e.g., digital fluency, communication, critical thinking, or cooperative competencies, or innovation). As a result, learning and teaching in the present age should foster not only students' knowledge acquisition across diverse educational settings as well as their competencies relevant to the 21st century skills, and the context of language learning context is equally applicable (Shadiev & Wang, 2022). The rapid advancement of emerging technologies and its global implementation in education necessitated innovative techniques and approaches in learning and teaching language in the era of digital technology. The significance of technology in the learning process presented a broad range of opportunities to fulfil needs of students (Ali, 2020). Technology is shifting the framework for language learning and instruction along with individual's perspectives and intellectual comprehension (Weng & Chiu, 2023). Expanded utilization of technology offered possibilities for numerous styles of learning, and multiple modes of interaction, understanding, and communication (Melkonyan & Matevosyan, 2020). This is the age of globalization and English has become the universal language of communication.

Consequently, a notable trend in learning English exists globally. Numerous language schools and institutions deliver diverse course offerings on English language usage to assist the learners in mastering this language (Ghimire, 2024). In the realm of tertiary education in Malaysia, particularly among private and public universities, English is commonly used as the instructional medium (Aziz & Kashinathan, 2021). According to Yaakop et al. (2020), Malaysian university students, notably those from private institutions whereby English is mainly employed for both academic as well as social interactions, possess commendable proficiency in this language. To exemplify, private university students is commonly perceived more adept and assertive in the use of English owing to the focus on English-medium instruction as well as the availability of additionally resources (Hiew et al., 2021). On the

contrary, students from public institutions, particularly those from non-English majors, rely primarily on the Malay language as the medium of instruction, limiting their exposure to English (Suyansah & Gabda, 2020). Likewise, some scholars (e.g., Harji et al., 2015; Teoh et al., 2013) portrayed that challenges such as inadequate practice as well as limited vocabulary might affect the English language usage from university students. Pertaining to these challenges, the emergence of social media has helped in improving in English language learning in the educational settings (Ahmed, 2020); thereby increasing university students' English language usage.

The inclusion of social media use in the academic tasks can be engaging as well as challenging. The learning motivation and participation of students have been acknowledged as a valuable tool through social media (Hosen et al., 2021). It introduced a new approach of networking, collaboration, and communication, that serves to boost students' learning experiences. Nevertheless, despite social media's potential advantages, there was limited scope of study pertaining to its role in academic involvement and motivation among students (Quynh, 2023). It has benefits as well as risks to use social media. It has been discovered by some researchers that over using social media has a bad effect and an influence, and it could not be good to the learning or learning process in school (Hasan et al., 2022). Previous research showed that social media can enhance sharing of knowledge and ideas among students fostering better learning and teamwork (Sivakumar et al., 2023), boosting student engagement and connections between peers as well as between students and instructors (Dragseth, 2019) and development of digital literacy skills (Al-Bargi, 2022). Nevertheless, issues like overreliance on social media pose problems including overdependence resulting in dependence rather than innovation because students do not commit themselves enough guaranteeing their execution. Students can be distracted by social networking sites which is non-educative and inappropriate to use (Chowdhury, 2024). By doing this, social media use in education can be

integrated by adopting a strategic approach as it can be used to augment the advantages and moderation the risks.

Research into the impact of social media use on usage of English language has developed into an extensive field of study. In examining how social media learners can engage with social media, the affordances of these mechanisms were considered for the use of social media and how learners work with social media for language development (Hamadeh et al., 2020). Some studies analysed how much duration devoted to social media usage was correlated to language skill gains, and other studies uncover how social media is used to practice language: joining online communities, participating in discussions, or consuming authentic language content (Muftah, 2022). An example was the research in the area of vocabulary acquisition (Sivagnanam & Yunus, 2020), pronunciation practice and the enhanced reading comprehension (Delos Santos, 2022). Literature also considered the role of social media in defining learner autonomy and motivation (Lambton-Howard et al., 2020). Past researches have also explored how social media can enable self-directed learning and give learners the opportunity to learn from and practice their English self-directed through a significant breadth of resources (Hsieh & Hsieh, 2019).

There was a correlation between the success in language learning and the motivation that is both intrinsically and extrinsically (Cao et al., 2022). Intrinsic motivation is the innate, internal desire to engage with challenges and discover new potential that self-determination theory (SDT) relates to the development of social as well as cognitive abilities. A lead example of this was self-motivating outcomes when learners are satisfied (Bailey et al., 2020). Extrinsic motivation starts outside the person. In contrast to intrinsic learners, extrinsic learners completed tasks because they get praised or rewarded for learning or performing well, regardless of anything to do with the learning process. For instance, externally conditioning

children extrinsic motivation to learn can be provided by benefits gained from rivalry with other peers, parental encouragement, reward for task's completion and more as stated in the study by Cao et al. (2023). Social media usage can affect motivation (Barton et al, 2018). In such cases, the intrinsic motivation can be encouraged (Malik et al., 2020) as a result of interactive and engaging aspect of social media, as well as extrinsic motivation can be promoted (Iliyas et al., 2023) as a result of the opportunities of people to connect to others and obtain feedback or critiques.

1.3 Statement of Problem

Social networks performed an important role in supporting English language learning by offering a large diversity of resources, as well as facilitating interaction among young people in a global arena (Arumugam et al., 2020). Through social media platforms, students have unprecedented access to a wide range of English language resources, authentic communication opportunities, and user generated content that support informal learning. Unlike the traditional classroom setting, social media provided an interactive, self-directed environment that support language learning beyond formal education (Mehmood et al., 2023). However, the methods by which social media use contributed to English language usages remain under explored. Recent research (e.g. Hamat & Abu Hassan, 2019; Lim et al., 2023) predominantly treated digital technology and education on a general level and in the act of doing this leaves much unexplored about the actual impact of social media as a language learning resource.

Successful language learning relied heavily on motivation. Intrinsic motivation and extrinsic motivation were key determinants of learners' behaviours and outcomes (Cao et al., 2023). The same quality and depth of language learning can be affected by these forms of motivation and how students use social media for this objective (Fu et al., 2022). Previous

studies (e.g., Akhir & Mokhtar, 2024; Azar & Tanggaraju, 2020) have discussed how motivation is important in education but very few have focused on their interactions with social media usage, especially in Malaysian context. However, this gap limited the knowledge on how to effectively use social media to help language learning and address students' motivation.

Social media platforms can be a vector of improving English language learning as long as students remain persuaded to interact constructively with these platforms. Nevertheless, it was difficult to keep the motivation with the university students. By its nature, online learning goes hand in hand with academic pressures, distractions from social media and an impression that there was no connection between academic goals and online activities (Guay, 2021). These extrinsic motivators were typically used in education settings where grades and assessments are used in order to get students intrinsically motivated, however there was evidence that these extrinsic motivators do not always align with what students intrinsically want to learn and grow, therefore leading to a decrease in overall motivation (Wijsman et al., 2018). However, these motivational struggles may constrain students from stepping beyond these platforms that offer abundant language exposure with English, into managing to actually do active engagement with English (Chen & Kent, 2020). It is important to know and solve the motivational barriers that drive students to use English not effectively in terms of academic and social contexts.

Moreover, the emphasis about English language usage was enhanced by various academic background of Malaysian students who are studying in a university (Che Wan Ibrahim, 2018). Even though, studies such as (Al-Aufi & Fulton, 2014; Desta et al., 2021) tend to be general (with respect to the subject population group), or frequently narrow to a specific discipline, they ignored the multiple learning contexts and language needs of the students from different faculties. Due to the notable gap in research, this proved valuable in providing a better understanding of how the use of social media participates in development of English language

across differing academic diverse fields such as humanities, business, engineering, and science (Yaakop et al., 2020).

An ongoing academic debate reflected that the Malaysia university students still have difficulties in dealing with English language proficiency. Similar to many other students, the students who learned in private institutions are often assumed to be more fluent compared to the students that learned in public institutions due to online mediated instruction and higher exposure to English (Yaakop et al., 2020). However, other research has found that many students from both public and private universities struggle with vocabulary, grammar, and practical application and therefore have a need for a greater amount of consistent language practice (Fang et al., 2020). This unequal finding has raised questions as it raises the question of how much higher the proficiency performance of students at private universities is really higher than at public universities, and thus it is imperative to investigate whether other factors such as the social media use and the learner motivation have any effect on the English language usage.

1.4 Research Objectives

1. To identify the impacts of social media use that affect English language usage among private university students.
2. To investigate the impacts of social media use on intrinsic motivation among private university students.
3. To identify the impacts of social media use on extrinsic motivation among private university students.
4. To examine the influence of intrinsic motivation on English language usage among private university students.

5. To examine the influence of extrinsic motivation on English language usage among private university students.
6. To investigate the mediating effects of intrinsic motivation on the relationships between social media use and English language usage among private university students.
7. To investigate the mediating effects of extrinsic motivation on the relationships between social media use and English language usage among private university students.

1.5 Research Questions

1. Does the impact of social media use affect English language usage among private university students?
2. Does the impact of social media use affect intrinsic motivation among private university students?
3. Does the impact of social media use affect extrinsic motivation among private university students?
4. Does intrinsic motivation influence English language usage among private university students?
5. Does extrinsic motivation influence English language usage among private university students?
6. Does intrinsic motivation mediate the relationship between social media use and English language usage?
7. Does extrinsic motivation mediate the relationship between social media use and English language usage?

1.6 Significance of the Study

The objective of this study is to pursue an understanding of the key gaps around the usefulness of social media on English language usage in the Malaysian context. University students' lives are now inseparable to social media as a means in providing accessibility to a broad range of content in informal setting to boost language acquisition (Hamat & Abu Hassan, 2019). This research examined how social media usage facilitates English language usage to further the ways in which students are involved with English language in everyday online environments, beyond the confines of the traditional classroom. However, this is particularly significant in Malaysia, where English proficiency is essential for educational and career success in the context of a globalized society (Yacob & Yunus, 2019). In order to design better teaching strategies integrating digital tools in language education, it is necessary to understand how the use of social media shapes students' language learning processes.

Moreover, this study also offered to understanding how social media use, intrinsic and extrinsic motivation, and the use of the English language is related among university students in Malaysia. Implications for the mediating role of intrinsic and extrinsic motivation on learner's engagement with social media for English language usage were discussed. Consequently, this is especially important for the case of Malaysia where cultural and educational factors may influence motivational drivers as well as the means students' use of social media for academic purposes.

Furthermore, this research also provided additional knowledge to the specific field concerned with the impact of social media on English language usage, particularly in Malaysian higher education. The study contributed new insights for researchers, policymakers, and educational institutions by studying how unique opportunities and challenges peculiar to the social media use in university students in Malaysia. The finding helped design evidence-

based strategies to enhance effective language learning into the digital age and improve Malaysian university graduates' English proficiency as well as their competitiveness in the globalized workforce.

Finally, this research then contributed practical advice for educators and language teachers to make the most of social media as an English language proficiency tool for Malaysian university students. This research examined students engaged within different disciplines to uncover the academic diversity of social media use. Despite that, the study gave educators the opportunity to come up with engaging and effective language learning activities that use social media in the resourceful manner. It helped put in place more inclusive and interactive learning environments aimed at making a school environment inclusive to all students who approach learning across different disciplines from different perspectives. The findings also served as input in developing more targeted training and resource materials for educators to effectively incorporate social media into their teaching.

1.7 Definitions of Terms

1.7.1 Social Media Use

Social media includes the means people engage with social media platforms. Social media use encompasses a spectrum of activities, from passive consumption of content to more active engagement (Hruška & Marešová, 2020). Besides this, social media allows connectivity between individuals through messaging, commenting, joining groups or following other users (Rautela & Singhal, 2020). In addition to that, people use these platforms to find out new information, in ensuring individuals are kept informed about what is going on in real life and what's interesting for them (Talaue et al., 2018). Furthermore, social media also acts as a mode of leisure by individuals watching videos, video games, and even do digital entertainment

which they consume. Finally, these platforms provide a space for self-expression, where people have their personal thoughts, opinions and experience posted (Mhalla et al., 2020).

1.7.2 Intrinsic Motivation

Intrinsic motivation is the innate drive to involve during a process as it is inherently pleasurable, satisfying, or engaging. It emerges from internal determinants, such as the pleasure of learning, a sense of achievement, or curiosity (Ryan & Deci, 2000). When intrinsically motivated, learners partake in tasks for their personal gain, rather than for external incentives or challenges and the act itself is inherently rewarding (Harrolle & Moretz, 2010). Domenico and Ryan (2017) describes intrinsic motivation as emerging from internal influences and being driven by pleasure, desires, or a sense of accomplishment. Intrinsic motivation is defined as the spontaneous tendency "to seek out novelty and challenges, to extend and exercise one's capacity, to explore, and to learn" (Domenico & Ryan, 2017).

1.7.3 Extrinsic Motivation

Extrinsic motivation signifies participating in an activity for reasons external to the activity itself, such as avoiding punishment, achieving a specific outcome or receiving a reward. Extrinsic motivation comprises accomplishing a task or displaying a behaviour due to external motives, such as preventing consequences or obtaining a reward (Ryan & Deci, 2000). It results from external factors like potential punishments, rewards, or outcomes. Unlike intrinsic motivation, extrinsic motivation is derived from external factors like rewards obtained by completing an activity (Harrolle & Moretz, 2010). External sources of motivation are based on operant conditioning, where incentives precede behaviour, drawing a person toward or away from action. The motivations to participate in an activity are beyond the individual, and reinforcement is attributed to an external factor (Legault, 2016).

1.7.4 English Language Usage

The usage of the English Language involves productive and receptive skills. Productive skills refer to actively generating language through speaking and writing in which speakers and writers are determined by accuracy, fluency, complexity and appropriateness (Zhang, 2010). Receptive skills are based on the ability to understand and interpret language in a primarily auditory and reading sense (i.e., knowing its meaning and nuances; Uccelli et al., 2012). It is important to note the context of English usage, since it determines the selection of vocabulary, grammar and style (Saeed & Al-Salman, 2020). These contexts range from formal academic settings to informal social interactions, to professional settings, but in each with different linguistic norms and expectations regarding the use of English (Li, 2021; Maness, 2008).

1.8 Scope and Limitations of the Study

The impacts of social media use on the usage of English language among students in Malaysian university were explored in this current research and the role of intrinsic and extrinsic motivation serve as mediators. The research aims to examine how university students in diverse faculties of study use of social media for language learning, why and to what extent, and how they think social media impacts their English language skills. In this research, best practices and challenges of using social media for language learning in Malaysian higher education context were identified. This study then attempts to provide key insights on how these factors can be used to promote the use of English language through effective social media integration by the educators, language instructors, and others in a position to influence English language usage.

Several limitations were reviewed when analysing the findings of this study. Firstly, the research was mainly conducted with a particular sample of university students in Malaysia that

renders it impossible in generalising the findings to diverse population or context. The context of Malaysia's socio-linguistic environment where English is used as a second language might influence the way learners interact with English language on social media which may not be generalizable to other countries. Furthermore, the study does not include other groups including secondary school students or non-traditional learners, the limitations of whose applicability are therefore also limited.

Additionally, the study used self-reported measures in an online survey that may suffer from response bias like social desirability bias where survey participants answer something that the individuals believe is more socially desirable than really is (Gittelman et al., 2015). People often misrepresent the degree to which they make use of social media for English learning or how motivated they are to increase their skills in the language. Furthermore, the responses to such data could be biased by participants' interpretation of the questions causing variability in the responses.

Another limitation of this study was the utilisation of a cross-sectional research design. Cross-sectional study gives a single moment snapshot of patterns and associations between variables. Yet it does not consider the dynamic nature of evolving relationships or trends over longer timescales. Data collected at a single time frame would not represent the social media trends, language learning behaviours, or demographics of students at other times. This means that it is unable to generalize the findings to other periods or even other contexts. Moreover, although correlations between social media use, motivation, and language learning outcomes can be explored, it is not possible to express that social media use directly improves language skills in cross sectional research approach.

1.9 Summary

In summary, this chapter presented the study's background, research problem, objectives and questions, as well as the definitions of key concepts and the significance of the research. Although the function of social media in language learning has been examined, there remains a lack of understanding investigating the mediating effects of intrinsic and extrinsic motivation on the relationship between social media use and English language usage. This study seeks to fill these gaps by providing insights into the ways in how social media can increase language learning among Malaysian private university students. Additionally, this chapter addressed the study's results that are expected to offer valuable contributions in developing effective strategies including social media into English language education and the scope and limitations.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presented conceptual and theoretical frameworks underpinning the study. The theoretical framework is grounded in the self-determination theory (SDT) and the Technology Acceptance Model (TAM), which offered understandings into the relationships among social media use, intrinsic and extrinsic motivation, and English language usage. The conceptual framework illustrated how social media use influences English language usage, with intrinsic and extrinsic motivations acting as the mediators. This chapter also explored how intrinsic and extrinsic motivations impact the relationship between social media use and language learning outcomes. By reviewing relevant literatures, this chapter identified key themes and establishes the research direction, offering a deeper understanding of the interactions between the variables in the context of English language learning.

2.2 The Relationship of Social Media Use and English Language Usage

The use of social media in conveyed communication and self-expression swiftly becoming a prevalent trend and thus presents considerable difficulties in grasping its impacts in all facets of English language usage. Learners' possibility of engaging in literacy-related practices with these social media uses is undoubtedly substantial (Boahene et al., 2019). In present time learning in English language usage has become a new culture of learning by studying via social media. According to Yadav (2021), building on this idea, this view is supported by how social media engagement can lead to huge increase in English language usage because social media platforms such as Facebook and Twitter are easy to access. Both the use of social media and the learners' ability to access applicable information and knowledge

that suits their interests allow it to be an effective means of English learning language and usage in terms of the development of English language skills (Ahmed, 2020).

Studies in the past have pointed out that social media can function as one of the richest and engaging language learning environments. In the research, Barrot (2021) demonstrated this exponentially increasing field of research whose importance is increasingly acknowledged. The affordances of social media allow for its interactive nature and accessibility, allowing for people being able to authentically congregate and be exposed to some of the very language varieties that has been designating 'bad', 'incorrect', and 'uneducated'. Lambton Howard et al. (2020) made a strong case for the need to illuminate how students and teachers perceive and use particular features of social media in education of language.

According to findings from several studies, social media can be an ideal approach in enhancing competence in English language. Concerning the wealth of resources and chances for communication, Tufail et al. (2021) indicate the capability of social media for vocabulary improvement. The study also highlighted the advantages of using numerous social networking programs to help learners in improving key aspects of language, including vocabulary, grammar and comprehension. According to Suprato (2020), social media has become widespread amongst students as a platform for learning English, especially since English is the main language employed on the internet. Pitaloka et al. (2020) identified the same similarity between social media that has a social interactive nature, as language learning theories that emphasize interaction and social interaction. Engaging online in communication regularly will help one get better at English fluency and gain confidence using English. Furthermore, Zhou (2021) observed that social media can enable language instruction in writing and reading.

Past literature has explored how specific types of social media use may impact language usage differently. For instance, Muftah (2022) revealed that social media platforms such as

Facebook and WhatsApp improve students' overall language learning process. To be specific, Facebook is no exception where the use of this particular social network requires a multimodal approach to embed and combine words or written texts from various sites, thus assisting students' language ability and usage (Niu, 2017). Similarly, WhatsApp is also perceived by researchers to have similar contaminating effects on learners' writing skills (Juliana, 2021). With that being said, in addition to being utilized as a means of engaging with others, social media is also useful for enhancing learners' learning of the English language (Muftah, 2022). Likewise, in the Malaysian context, Lim et al. (2023) revealed that social media platforms (e.g., Youtube, Instagram, Twitter, Facebook, and WhatsApp) serve as an effective teaching tool for strengthening the learners' English language skills such as lexical diversity, syntax usage, communication, speaking, writing, reading, and listening skills. Application of social media platforms allows engagement and communication among peers, where both factors contribute in learning, also the exposure to a extensive range of English vocabulary.

2.3 The Effect of Intrinsic Motivation on English Language Usage

Previous research has been consistently linked with positive outcomes in the second language acquisition, including English (Zhou, 2021), across the board, intrinsic motivation, which is defined as being of enjoyment and interest in the learning process itself, rather than from external rewards or pressures. The SDT supports the use of intrinsic motivation in language usage (Davis, 2020). The SDT postulates that learners have three basic psychological needs which comprise of relatedness (the need to feel connected to others), competence (the need to feel productive and competent), and autonomy (the desire to perceive control over personal actions). When these needs are fulfilled intrinsically motivation takes its place, engagement increases, persistence is higher, and ultimately have better learning outcomes (Ryan & Deci, 2017).

Intrinsic motivation has been established as a fundamental aspect in successful language learning, as it compels learners to learn (David & Weinstein, 2023), expand a deeper understanding of the target language (Hassan et al., 2019), and seek out challenges (Auger & Woodman, 2016). In terms of learning English language and its usage, intrinsically motivated learners were involved in learning of the English language for their personal satisfaction and enjoyment. This helps learners to persevere through challenges, seek out opportunities to practice, and actively participate in language learning activities which in the end helps to enhance language use (Bailey et al., 2020). Al-Saggaf and Rusli (2024) stated that English language can help students improve in themselves and also be an effective language for personal growth as English language is the language most frequently utilized in Malaysia after the Malay language in the Malaysian context. Furthermore, Shan (2020) pointed out that intrinsic motivation is important for successful language learners, while highlighting the importance in maintaining long-term engagement as well as nurturing in-depth learning opportunities.

Past studies also presented a positive correlation between intrinsic motivation and English language usage (Bai & Wang, 2020; Bailey et al., 2020; Saiding et al., 2024; Sun & Gao, 2019). According to Zhang and Shao (2021), Chinese college students' motivation in learning English is also attributable to their intrinsic motivation. Kacetl and Klímová (2019) attributed the importance of motivation in foreign language learning to the settings in which EFL contexts create learners being removed from the target culture. The results from these studies displayed that learners who are learning English with intrinsic motivation have higher overall fluency, accuracy and communicative competence and therefore use English at a higher level.

2.4 The Relationship between Social Media Use, Intrinsic Motivation and English Language Usage

In the present age, social media has arisen as a fundamental component of society and with multiple roles, including language learning (Amin et al., 2020). Recently, researchers have started looking into the effect of social media on second language acquisition in particular, concerning its use on English language usage (Zainal & Rahmat, 2020). Aloraini and Cardoso (2020) revealed that the pedagogic use of technology can alleviate students' low motivation and ensure optimal language learning. Social media usage of students may raise students' intrinsic motivation and ultimately resulting in students' educational participation (Gulzar et al., 2021).

According to the SDT, intrinsic motivation applies to the internal drive in performing an action for its innate satisfaction and concern (Ryan & Deci, 2020). Social media offers interactive and dynamic environment that enables a feeling of enjoyment and engagement in language learning and motivates content sharing, collaboration, and authentic communication. Individuals who do things intrinsically are able to learn because doing so promotes personal growth and satisfaction. For example, learners are allowed and have the autonomy to decide on and do activities they are interested to do (Peng & Patterson, 2021).

To learners, social media has the potential to increase opportunities for genuine communication and interaction in the English language, functioning as an inherently motivating channel for language users (Tufail et al., 2021). Lambton-Howard et al. (2020) examined student and teacher perspectives on language education with social media as a means to increasing student engagement and creating learning experiences. Active learning of language occurs when the learners are intrinsically motivated to use English with others on social media for communication purpose and their communicative competence is heightened. Furthermore, social media can act as a means for learners to create a good online image as

English language users. Effects of social media on motivation and identity were described by Król and Zdonek (2020). If learnt well, learners can successfully communicate and interact in English on social media, thereby improving learners' self-esteem and confidence, and thus increasing learners' intrinsic motivation to continue employing the English language and improving on the learner's language skills.

Researchers argued that when an individual's intrinsic motivation is absent, the individual places less emphasis on the task as a result of lack of pleasure and engagement. Ma et al. (2018) has offered empirical support for this perspective by indicating that learners with high levels of intrinsic motivation are correlated with an enjoyable learning experience and increased involvement in the learning process. The underlying rationale is embedded in an individual's academic preferences, pleasures and interests that drives higher level of engagement to the individual's academic tasks (Gulzar et al., 2021). Additionally, Nevisi and Farhani (2022) added credence to this notion by pinpointing that the recognized intrinsically based motivational factors (i.e., being challenged and personal enjoyment) were discussed as the causes in the relation to which advanced learners would like to undertake their English learning process.

2.5 The Effect of Extrinsic Motivation on English Language Usage

Extrinsic motivation, stemming from external components such as grades, rewards, or social pressures, plays a complex and sometimes controversial role in language learning (Legault, 2016). The SDT offered a nuanced perspective on extrinsic motivation, differentiating its types based on internalization levels. Ranging from externally regulated behaviour driven solely by rewards or punishments to the more autonomous integrated regulation where the behaviour aligns with the learner's sense of self, SDT highlights the

potential of extrinsic motivation to undermine intrinsic motivation if not implemented thoughtfully (Ryan & Deci, 2000). Operant Conditioning theory further suggested that rewards and punishments can reinforce or extinguish behaviours, implying that extrinsic rewards can encourage desired language learning actions, but over-reliance can lead to dependence and decreased motivation when rewards are absent (Petursdottir & Mellor, 2016).

Numerous research (e.g., Legault, 2016; Petursdottir & Mellor, 2016) have been conducted about the effects of extrinsic motivation on English language usage. While the extrinsic rewards may be useful for short term motivation, they are less clear for their long-term effects on proficiency. Moreover, it was found that extrinsic rewards can undermine intrinsic motivation when applied to already intrinsically motivating tasks, and can potentially do so when perceived as controlling (Ryan & Deci, 2020). For example, according to a study conducted by Akhir and Mokhtar (2024), students study the English language in pursuit of external motivational factors, including wanting to achieve good marks in tests, wishing to enrol at prestigious overseas universities, need to be employed in the future, and aiming to get appealing employment opportunities. The students studied the English language not for enjoyment but for the reason that they recognized it as important. Extrinsic motivation is also effective however its effectiveness varies according to the individual features of the learner (e.g., age, learning style and cultural background) and some learners respond positively to extrinsic rewards while others find them demotivating. SDT stresses the need to combine extrinsic motivation with the learner's self-conception for positive outcomes (Ryan & Deci, 2000). If learners can align the importance of an objective goal or an intrinsic desire for English learning itself, then extrinsic motivation can complement rather than undermine intrinsic drive. For example, Liu (2020) investigates how extrinsic and intrinsic motivations interact in English competition participation.

2.6 The Relationship between Social Media Use, Extrinsic Motivation and English Language Usage

In recent times, social media is part of modern life and has a great impact on life in different side of it, one of them is language learning. With increasing interest in second language acquisition, researchers started to investigate how social media affects the use of English (Yadav, 2021). While there is no doubt that social media can be utilised for language learning, figuring out exactly what that process entails seems to be a lot more difficult. Social media use and English language usage may be mediated by extrinsic motivation, such as rewards or social recognition (Meng & Li, 2024).

According to SDT, extrinsic motivation is the external satisfactions (e.g. to be approved by someone, or for a tangible reward) when individuals performed actions (Ryan & Deci, 2020). The existing literature asserts that social media provides English content and language practice purposes, which can attract learners into engaging in English content and their language skills (Norazlan et al., 2021). For example, social media fosters the possibilities of English content engagement and interaction with other people, whilst extrinsic rewards can motivate learners to go beyond offering passive responses to such activities. Also, learners may continue practicing as a result of the intense yearning for social recognition, or an achievement sign, when it comes to facing difficulties. In turn, it may result in greater effort, persistence and employment in language learning activities, and ultimately in increased English language usage (Vakilifard et al., 2021).

In addition, an integrative orientation to language learning, for example, may lead to a feeling of connection to a given culture or community and thus motivation to study a language (Peng & Patterson, 2021). Similarly, Ahmed (2020) described that social media offers people to access and interact with native speakers and authentic language materials thus, the learners could have extrinsic motives such as to take part in online communities, gain recognition for

their language skills, connect with English speakers globally. For instance, learners who were motivated by external factors at a public university in Malaysia have a deep desire to belong and conform with individuals who know the target language. Students did this because they wished to interact with native speakers and find out more about their language and their society (Akhir & Mokhtar, 2024).

2.7 Theoretical Framework

The framework resulting from integrating the SDT and TAM is presented in this study. Students' perceived usefulness (PU) and perceived ease of use (PEOU) will influence both intrinsic motivation and extrinsic motivation (He & Li, 2023). If social media makes it easy to communicate in English, then social media can facilitate students' intrinsic motivation and greater engagement with English content online (Ramzan et al., 2023). However, limiting use of social media in English could contribute to reallocating extrinsic motivation or students avoiding use of the English language online.

Ryan and Deci (2017) proposed the SDT as an all-encompassing theory that discusses human motivation. This theory started with a strong focus on intrinsic motivation, but in the course of time widened to the inclusion of both kinds of motivation (i.e., intrinsic and extrinsic motivation), and emerged as a completely new perspective on life goals, well-being, quality of relationship, depletion and vitality, and welfare (Ryan & Deci, 2019). Intrinsic motivation is shaped according to this proposed SDT intrinsic motivation model shaped by satisfaction of the three psychological needs of relatedness, autonomy, and competence. They then offer the emotional security that is needed to form intense attachments (Gilal et al., 2020). Intrinsically motivated behaviours, such as play, exploration and curiosity focused activities involve

satisfactions and joys that are not contingent on external incentives or pressure (Ryan & Deci, 2020).

Extrinsic motivation was frequently conceptualized through external roots (e.g., competition, deadlines, rewards) (Legault, 2016). SDT proposed in contrast that extrinsic motivation could develop from an individual internally (Ryan & Deci, 2017). The theory supported in emphasizing the significance of individuals' emotions, distinguishing the sensation of stress (which could be internally generated and implemented) as key in leading to negative consequences. It is also suggested that performance and well-being can be contributed from extrinsic motivation when coming from values with which the person identifies or which are completely internalized within the individual, even when the individual is not driven by intrinsic motivation (Sansone & Tang, 2021).

The TAM acts as the basis for this study's theoretical framework, linking social media use to English language usage through the mediating role of motivation (Lee et al., 2015). TAM explains technology acceptance and use, emphasizing PEOU and PU (Amadu et al., 2018). PEOU indicates how students find these platforms intuitively and accessible, consequently contributing to the intrinsic motivation through the pleasurable and effortless access to any English content (Pan, 2020). Students' belief in the value of social media to increase their proficiency in English, and intrinsically motivate to complete academic or personal goals is called PU. These perceptions influence students' motivation to utilize social media for learning, as intrinsic factors such as interest and enjoyment along with extrinsic motivators such as better grades or peer recognition can collectively encourage greater engagement with English (Malik et al., 2020). Students who perceive the usefulness of using social media for learning English and in English are likely to engage more with these platforms, thereby potentially enhancing their language skills (Al Fadda, 2020).

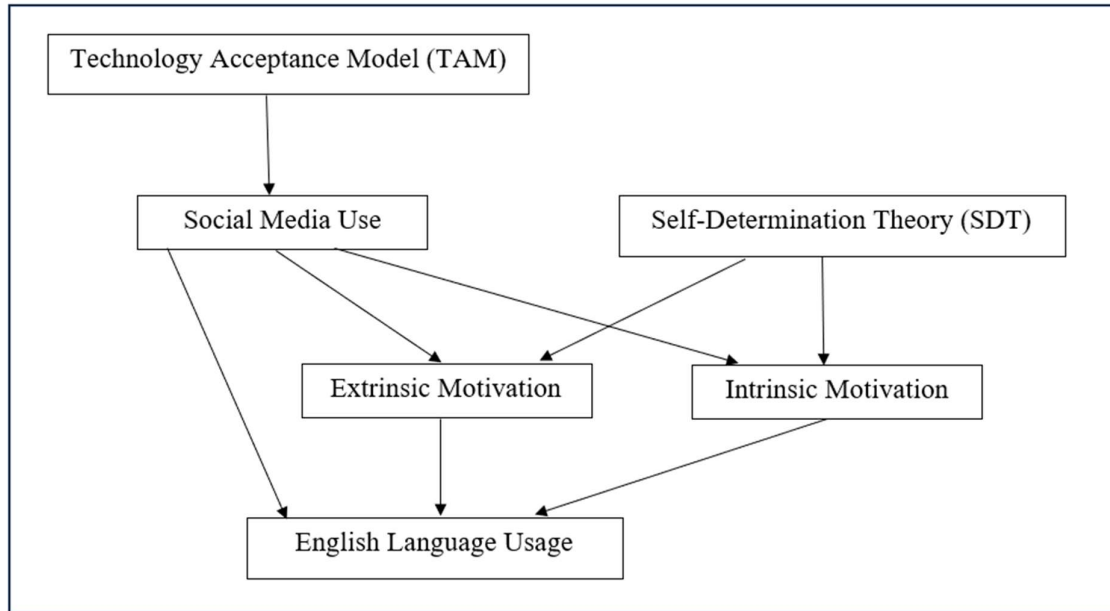


Figure 2.1 Theoretical Framework

2.8 Conceptual Framework

This study examined the impacts of social media use to the usage of English language of private university students in Malaysia by utilizing intrinsic and extrinsic motivations as the mediating factors. The study is guided by two major theories that includes the SDT and the TAM. The independent variable is social media usage, which is analysed through the duration, frequency and purpose of engaging with English language content across various platforms. This may directly influence usage as individuals are exposed to English through their interactions, which will help in language skills, reading comprehension, vocabulary development. This usage could directly impact language usage as language is being exposed to English. However, intrinsic and extrinsic motivations serve as significant mediators in this relationship.

University students who are intrinsically motivated to learn English involve themselves happily and with delight in English content on social media. Using social media for English skills development is extrinsic motivation, as external incentives like academic or career advantages motivated the university students to do so. The study looked at these motivational influences in order to understand the methods through which social media use leads to language learning and evaluated the significance of the role of intrinsic and extrinsic motivation for language use.

Seven critical relationships were outlined in the conceptual framework. First, use of social media directly impacted on the students' usage of English language. Second, social media use also directly influenced students' intrinsic motivation. Third, social media use directly led to students' extrinsic motivation. Fourth, intrinsic motivation had a direct impact on English usage, being highly dependent of the personal interest in learning English. Fifth, as an extrinsic motivator, grades and career opportunities directly led to using English language. Sixth, a social media's role in allowing intrinsic motivation to succeed then indirectly led to influences on its users' English language use via social media usage increases its users' engagement in proficiency. Finally, the framework introduced a second pathway through which social media use affected the usage of the English language based on extrinsic motivation. In particular, the sixth and seventh relationships highlighted the mediating role of motivation in the middle between the use of social media and English proficiency. With this conceptual framework developed, a structured approach to understanding the relationship between the social media use and English language usage by university students in Malaysia was provided.

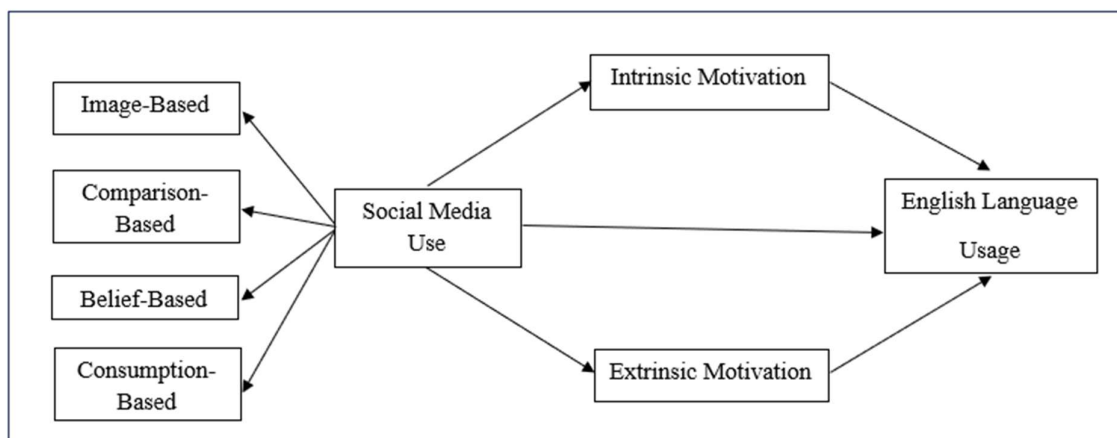


Figure 2.2 Conceptual Framework

2.9 Summary

In summary, the literature review examined relevant theories related to social media use, English language usage, and intrinsic and extrinsic motivation. It addressed the SDT and the TAM, that explained how intrinsic and extrinsic motivation mediate the relationship between social media use and English language usage. The review also emphasized past researches that have explored the impact of social media on language proficiency and how motivational factors influence students' engagement with these platforms. This chapter highlighted significance of intrinsic motivation (e.g., personal interest) and extrinsic motivation (e.g., academic success) in enhancing English language learning through social media. Finally, the literature revealed that students with higher motivation levels are more inclined to effectively use social media for language learning, leading to improved English language usage.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter outlined the research methodology employed to investigate the impact of social media use on English language usage, with a focus on the mediating roles of intrinsic and extrinsic motivation. The research design centered on analysing the relationships among the variables, guided by the self-determination theory (SDT) and Technology Acceptance Model (TAM). The chapter detailed the data collection process, including the sampling techniques, research instruments, and the data analysis methods utilized. It also discussed the ethical considerations taken to ensure the integrity of the research and protection of participants.

3.2 Research Design

The study adopted a quantitative research design using the cross-sectional approach. Quantitative research is derived from the gathering of numerical data that can be analysed to detect trends, patterns and relationships (Abutabenjeh & Jaradat, 2018). The design that featured in this study is systematic to enable in measuring variables and to statistically analyse relationships, and allows for the examination of the impact of social media use on students' motivation and outcomes in language learning. Efficiently identifying underlying patterns and trends with this design is especially advantageous when handling variables such as the usage of social media, intrinsic and extrinsic motivation, and English language usage, which can be quantified by self-reported scales. As quantifying correlations and testing hypotheses is widely recognized quantum approaches for their aptitude at identifying correlations and testing hypotheses (Gass et al., 2020), it is a highly effective strategy for understanding how social media usage relates to language learning behaviours. Furthermore, the advantage of objectivity

in quantitative research design ensured clear and replicable analysis of the large-scale data with measurable objectives (Creswell & Creswell, 2018).

On the other hand, the application of a cross-sectional research approach that was employed in the current study is an effective method of investigating relationships between variables at one particular time (Creswell & Creswell, 2018). Through this cross-sectional approach, an overview of the use of social media by Malaysian private university students was offered and how they relate to intrinsic and extrinsic motivation to English language use. This cross-sectional design can effectively collect quantitative research data from a large sample and is well suited for statistical analysis for finding correlations with variables (Creswell, 2012). This offered a comprehensive perspective on the current state of language learning, examining common social media usage patterns, types of motivation, and language use. Furthermore, this approach is both feasible and time efficient due to the logistic restrictions typically experienced in educational research with university students from a range of faculties (Leavy, 2017).

Furthermore, in most of the recent studies dealing with the role of digital technologies in education, such as social media effects on language learning, cross-sectional approaches were used. Ku (2024) highlighted the functionality of applying a cross-sectional approach to determine behaviour patterns and understand the relationships between technology use and language use. The methodology of the current study has been successfully used in similar contexts to investigate the role of social media in academic motivation, followed by a strong foundation. A longitudinal design would be preferable to gain deeper insights into causal relationship, but the cross-sectional approach proved to be useful to generate an initial understanding about the relationship between social media usage, motivation and language learning usage, at least for the context of university students in Malaysia (Creswell, 2012).

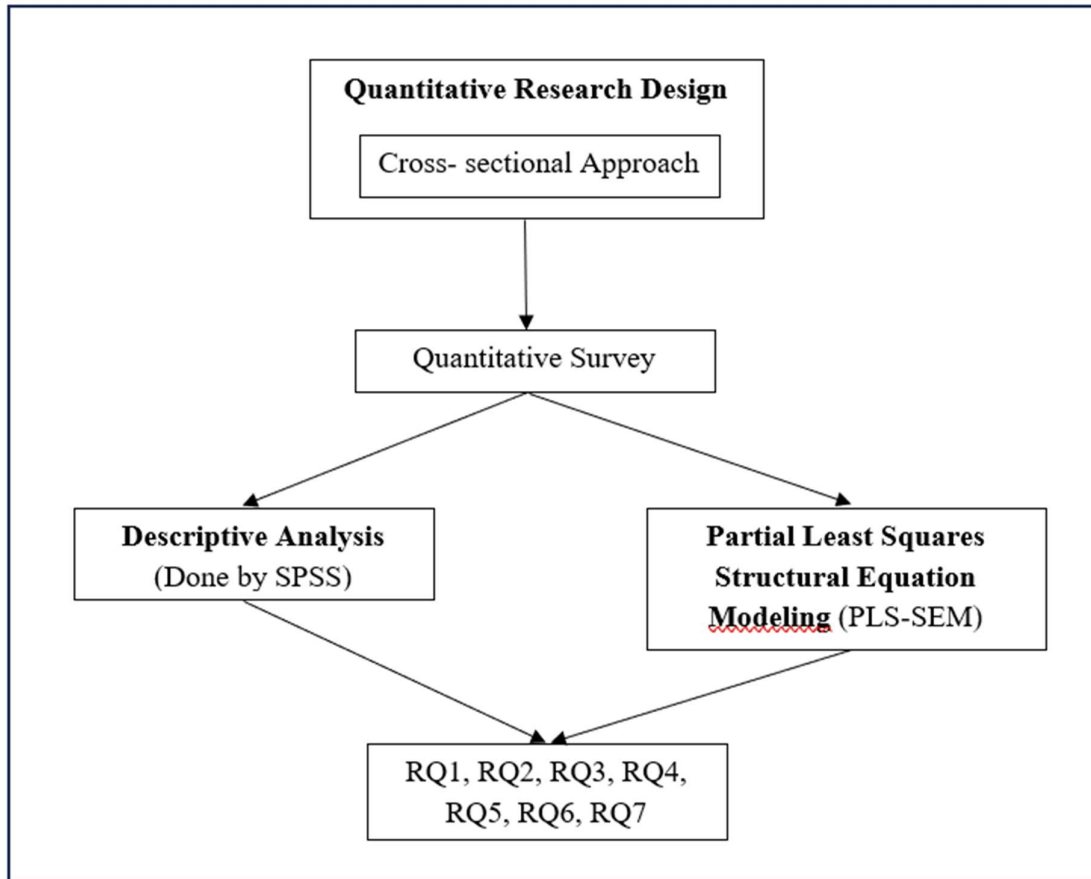


Figure 3.1 Research Design

3.3 Sample and Sampling Technique

This study targeted students enrolled at the Universiti of Tunku Abdul Rahman (UTAR) to examine the impacts of social media use on their English language usage and the mediating effects of intrinsic and extrinsic motivation. The target population consisted of undergraduate students of various disciplines to ensure a multifaceted academic background and wide exposure to English. UTAR has now enrolled about 20,000 students with campuses in Perak (Kampar) and Selangor (UTAR, 2024). Inclusion criteria of the samples were undergraduates from diversified fields and are using social media platforms. Sampling method used in this study was convenience sampling where selection made of subjects available and willing to

participate. This is a practical method to access a mass number of students within a short span of time (Creswell, 2012). The study aimed to develop insights into a manageable yet diverse part of the target population by looking into accessible participants.

A sample size was determined using Krejcie and Morgan's table for sample size calculation for this study. Given a population size (N) of 20,000 the recommended sample size is 380 participants such that sampling is representative and reliable (see Appendix A). As a further validation of this sample size, a power analysis was run on G*Power software. By setting the significance level (α) at 0.01, the effect size at a medium level ($f^2 = 0.15$), and the power ($1-\beta$) at 0.99, G*Power confirmed that the sample size is adequate to detect meaningful relationships among variables (see Appendix A). These methods yield a robust justification for the chosen sample size which guarantees that the study findings are reliable and generalizable. Statistical power analysis was used to determine an appropriate sample size, that is to make sure statistical power is adequate enough to detect significant relationships between variables (Hair et al., 2021).

The large sample size also insured representation of various demographic groups, for example age, gender and faculty type, in the population of private university students. Recruitment was done via online methods such as university related social media groups, email announcing, and messaging apps. Students who are interested in participating were invited to take an online questionnaire containing demographic background, social media use, English language usage, level of intrinsic and extrinsic motivation. The sampling method that was used in this study creates a good and efficient net of data as well as this allows for a good representation of either target population for an analysis varied conclusions to be made (Creswell & Creswell, 2018).

3.4 Instrumentations

The main data collection tool for this study was an online questionnaire that was supplemented by four instruments. Each one was designed to measure a specific variable and when combined, cover the full scope of research objectives. The adapted instrumentation in this study used existing scales and tools that are validated for reliability and relevance to the research context.

This study applied the Social Media Use scale (SMUS) to identify individuals' social media use (see Appendix B), which was developed by Tuck and Thompson (2023). The 17-item SMUS is divided into four dimensions (i.e., Comparison-Based, Consumption-Based, Belief-Based, and Image-Based). Each item was evaluated through a 9-point Likert scale, varied from 1 (*never*) to 9 (*hourly or more*). The overall score was calculated by averaging the scores of all dimensions. A greater score on these items implied higher social media use (Tuck & Thompson, 2023).

To measure intrinsic motivation, the study used the Intrinsic Motivation Scale (see Appendix C) by Al-Saggaf and Rusli (2024) adapted from the Attitude/Motivation Test Battery (AMTB) by Gardner (2004). The questionnaire applied a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). 14 items for intrinsic motivation were present in for this scale. Moreover, the scale presented good internal consistency, whereby Cronbach's alpha was 0.86 (Al-Saggaf & Rusli, 2024).

Similarly, an Extrinsic Motivation Scale (see Appendix D) by Al-Saggaf and Rusli (2024) was utilized to measure extrinsic motivation in the current study. This scale was adapted from the Attitude/Motivation Test Battery (AMTB) by Gardner (2004). The questionnaire employed a 5-point Likert scale which ranges from 1 (*strongly disagree*) to 5 (*strongly agree*). There were 14 items for measuring extrinsic motivation. Furthermore, the scale's Cronbach's alpha was 0.86 which demonstrated good internal consistency (Al-Saggaf & Rusli, 2024).

Finally, the English Language Usage Scale was also employed in this study (ELUS-11; see Appendix E), a self-report tool with 11 items that was expanded from the 5-item English Language Acculturation Scale (ELAS), to measure English language usage in this study. As the ELAS did not include items related to the writing or listening factors of language skills, the ELUS-11 included these items, as well as other general items related to English language usage. In this self-reported scale, the response format was customized on a 5-point Likert scale ranging from 1 (*only non-English language*) to 5 (*only English*). The ELUS-11 presented excellent internal consistency, by which Cronbach's alpha was 0.96 (Salamonson et al., 2021).

3.5 Data Collection Procedures

This study followed a structured approach for data collection so that they were collected accurately and reliably, and were done within the ethical standards. Prior to commencing with the data collection process, the Universiti Tunku Abdul Rahman's Scientific and Ethical Review Committee (UTAR SERC) has approved to seek ethical approval. It was crucial for such approval in order to ensure that the study follows the ethical guidelines with respect to participant consent, confidentiality and data handling. When ethical approval was given, the pilot test and the full data collection began.

In this study, the sample was chosen through convenience sampling targeting students for the sample purposed from private universities who are willing to participate and easily accessible. 380 students of varied faculties and backgrounds are the sample. An online survey was sent by email or social media platforms, and data were collected. The survey consisted of sections required demographic information, social media use patterns, and English language usage, as well as questions about intrinsic and extrinsic motivation. The questions were based on validated scales to assess the variables.

A pilot study was carried out with a small group of students to test the instrument's functionality and clarity before being distributed to the full sample (Hazzi & Maldaon, 2015). This provides opportunities for adjustments based on the feedback of the pilot participants. The informed consent form was included in the survey and was explained to subjects about the purpose of the study, assurances of confidentiality, and the voluntary nature of participation. Ethical standards were strictly adhered to throughout the data collection process. At any time, all participants were informed of their right to withdraw from the study without penalty. All data were stored securely and by the research team for anonymity, and personal identifiers were removed.

3.6 Data Analysis

This study's data analysis was carried out through two stages beginning with the data cleaning, preparation and entry using Statistical Package for the Social Sciences (SPSS), followed by partial least squares-structural equation modelling (PLS-SEM) analysis for hypothesis testing which was conducted through SmartPLS. The first stage of the project involved the use of SPSS for data entry, cleaning, and preparation. Systematic input of responses from the questionnaires into SPSS included the use of variables such as social media use, intrinsic and extrinsic motivation as well as English language usage. SPSS has a user-friendly interface to organize data and detect missing values (Creswell & Creswell, 2018).

The demographic characteristics of the target sample were summarized through descriptive analysis encompassing the major, program, faculty, and other relevant variables, and age, gender distribution (e.g., proportion of males and females) of the sample. For instance, analysis determined how many participants were from each the faculty and what percentage of enrolled students can be in various programs. The patterns of English language learning was

also analysed through frequency of use as well as preferred platforms for English language learning (e.g. YouTube, Instagram, and Facebook). SPSS helped prepare the data through coding and recoding the variables, transforming them from one format to the other which was required for further analysis, and to ensure that all variables are reported accurately in the required for further analysis. This process gave a clear idea of the sample in terms of the diversity of language skills which were dictated by varying access to language resources, and also the diversity in motivation. Through these insights, a basis was built on to explore the relationship between use of social media and English language usage, controlled by intrinsic and extrinsic motivation.

In the second stage of the data analysis, PLS-SEM analysis was conducted through the use of SmartPLS. In this current research, PLS-SEM is prudent for testing such a framework which encompassed several underlying constructs (i.e. social media use, intrinsic and extrinsic motivation, and English language use), and is therefore ideally congruent to the framework (Hair et al., 2019). In the first step of the PLS-SEM analysis, measurement model was assessed to investigate whether the latent constructs are valid and reliable (Sarstedt et al., 2017). The measurement model was evaluated using key indicators, such as average variance extracted (AVE), composite reliability (CR), and factor loadings. Second, the structural model was assessed for the relationships of the constructs by looking at path coefficients, R^2 values, predictive relevance (Q^2) (Hair et al., 2012). This enabled direct and indirect relationships to be evaluated including mediating effects of intrinsic and extrinsic motivation. To test the statistical significance of path coefficients, a bootstrapping procedure with 5,000 subsamples was utilized and the resulting mediation analysis was thorough and reliable (Henseler et al. 2009).

Data preparation and advanced modelling stages was carried out using both reliable and widely known statistical tools, such as SPSS (Statistical Package for Social Sciences) and

SmartPLS. SPSS is well-suited for preparation and data cleaning due to its effectiveness in handling large-scale datasets. Simultaneously, SmartPLS is suitable for testing the complex relationships in this study as it allowed versatility in managing non-normal data distributions and small to moderate sample size. In addition, PLS-SEM can model both reflective and formative constructs which led to a more comprehensive view of how intrinsic and extrinsic motivation worked as mediators of the connection between social media use and English language usage.

3.7 Ethical Considerations

As the study was conducted on the social media use and how it affected usage of the English language among private university students, ethical consideration was closely adhered to ensure the study's integrity and the right of the participants were protected. Data collection only commenced with all the participants being informed of the study's purpose, potential risks, and procedures. Written consent form was acquired through the informed consent which stated that participation is voluntary and one may withdraw at any time without any negative consequences of participation (Creswell & Creswell, 2018). This also enabled the participants to know what rights to expect, and what to expect from the study. The research process remained confidential and private. Any data such as responses to surveys or questionnaires was anonymized meaning participants will not be identified. The data was securely stored and research team only will be able to access the data, following ethical and statistical requirements about data protection. This also ensured participants' personal information is safeguarded through all research stages.

The study was prepared and arranged to minimize any potential discomfort or harm to the participants, The questions that were asked will not emotionally distress the participants

and the research was conducted in the respect of the dignity and well-being of the participants. This study aimed to avoid harming participants psychologically, socioeconomically, or physically. It was a voluntary study, and participants have the right to choose whether to participate but anyway withdraw at any moment without any negative results. This is a voluntary thing to seek this participation so that it respects the autonomy of the participant and no coercion exists (Babbie, 2020).

The collected data was only used for this academic research. Results were analysed and published with the anonymity of participants preserved, so that no identifying information is included with any published work. All data was also stored in accordance with university policies; all data was also handled in accordance to data protection laws. Finally, this research was completely transparent and honest and showed all steps of the process and disclosed any conflict of interest. The study presented the findings honestly and with no bias. Following this process rigorously the research study maintained these highest standards of research integrity through protecting the rights of participants and sustaining the credibility of the research findings.

3.8 Summary

In conclusion, the chapter provided a comprehensive examination of the methodological aspects of the research, covering the research design, sample and sampling techniques, instruments, data collection procedures, data analysis, and ethical considerations. The research design section explained the selection of a quantitative design with a cross-sectional approach, justifying its suitability investigating the relationships between social media use, intrinsic and extrinsic motivation, and English language usage. The sample and sampling technique section outlined the target population and specific sampling methods employed. Instruments used for data collection particularly questionnaires measuring the variables were discussed in detail. The data collection described the steps of preparing and administering the instruments, ensuring transparency in the process. The data analysis part elaborated on the use of SPSS for data cleaning and SmartPLS for PLS-SEM to analyse the relationships between the variables. Ethical considerations related to the study were also addressed. This thorough examination of the research methodology enhanced credibility of the study, offering a solid foundation for the findings.

CHAPTER 4

FINDINGS & ANALYSIS

4.1 Introduction

This chapter analyses the data collected from the quantitative study. The SPSS version 29.0 was utilised for data cleaning and descriptive analysis, while SmartPLS 4.0 was employed to conduct the Partial Least Squares Structural Equation Modelling (PLS-SEM) for hypothesis testing. A total of 321 responses were collected from UTAR students across various faculties. The results are presented in several sections, beginning with the demographic profile of respondents, followed by descriptive statistics of the study variables, and the assessment of the measurement and structural models. The findings from these analyses directly address the research questions and hypotheses of the study. The chapter concludes with a summary that highlights the main results on the relationships between Social Media Use, Intrinsic Motivation, Extrinsic Motivation, and English Language Usage among private university students.

4.2 Demographic Profile

Table 4.1

Demographic Information of Respondents

Characteristic	Category	Number (<i>n</i>)	Percentage (%)
Gender	Male	147	45.8
	Female	174	54.2
Race	Chinese	281	87.5
	Malay	12	3.7
	Indian	25	7.8
	Others	3	0.9
Level of Study	Foundation/ Pre U	28	8.7
	Diploma	2	0.6
	Bachelor Degree	289	90.0
	Master's	2	0.6
	PhD	0	0
Faculty	CFS	22	6.9
	FAM	9	2.8
	FAS	47	14.6
	FBF	189	58.9
	FMHS	3	0.9
	FCI	0	0
	LKC FES	7	2.2
	FEGT	5	1.6
	FICT	22	6.9
	FS	4	1.2
	ICS	13	4.0

Table 4.1 illustrates the demographic characteristics of respondents. In terms of gender, 147 respondents (45.8%) were male while 174 respondents (54.2%) were female. The majority were Chinese ($n = 281$, 87.5%), followed by Indian ($n = 25$, 7.8%), Malay ($n = 12$, 3.7%), and others ($n = 3$, 0.9%). For the level of study, most respondents were pursuing a Bachelor's degree ($n = 289$, 90.0%), while 28 respondents (8.7%) were in Foundation/Pre University, two respondents (0.6%) were in Diploma, and another two respondents (0.6%) were in Master's programmes. No respondents were undertaking PhD studies.

In terms of faculty distribution, the Faculty of Business and Finance (FBF) recorded the highest number of respondents ($n = 189$, 58.9%). This was followed by the Faculty of Arts and Social Science (FAS) ($n = 47$, 14.6%), Centre for Foundation Studies (CFS) ($n = 22$, 6.9%),

Faculty of Information and Communication Technology (FICT) (n = 22, 6.9%), Institute of Chinese Studies (ICS) (n = 13, 4.0%), Faculty of Accountancy and Management (FAM) (n = 9, 2.8%), Lee Kong Chian Faculty of Engineering and Science (LKC FES) (n = 7, 2.2%), Faculty of Engineering and Green Technology (FEGT) (n = 5, 1.6%), Faculty of Science (FS) (n = 4, 1.2%), and Faculty of Medicine and Health Sciences (FMHS) (n = 3, 0.9%). No respondents were from the Faculty of Creative Industries (FCI).

4.3 Descriptive Analysis on Level of Social Media Use

The first research question, "Does the impact of social media use affect English language usage among private university students?", was addressed in this section. For Section B of the questionnaire, respondents were required to indicate their engagement level in different types of social media activities. The questionnaire consists of four distinct dimensions: Image-Based, Comparison-Based, Belief-Based, and Consumption-Based social media use. The interpretation of the range for the level of social media is broken down into five categories (refer to Table 4.2).

Table 4.2

Interpretation for level of social media

Range of values (mean)	Interpretation
7.21 – 9.0	Very High
5.41 – 7.20	High
3.61 – 5.40	Moderate
1.81 – 3.60	Low
0 – 1.80	Very Low

Table 4.3 presents the overall mean values and standard deviations for the measured constructs. The results indicate that Social Media Use ($M=3.14$, $SD=1.530$) falls within the moderate range. Intrinsic Motivation ($M=3.95$, $SD=0.561$) and Extrinsic Motivation ($M=3.91$, $SD=0.589$) both recorded high mean scores. Meanwhile, English Language Usage ($M=2.90$, $SD=0.841$) was found to be at a moderate level. Based on the interpretation scale (High = 3.68–5.00; Moderate = 2.34–3.67; Low = 1.00–2.33), these findings suggest that although students are highly motivated both intrinsically and extrinsically, their actual use of English and their engagement with social media remain at a moderate level.

Table 4.3

Overall Mean Value and Standard Deviation of Measured Scales

	Mean (M)	Std. deviation
Social Media Use (SMU)	3.14	1.530
Intrinsic Motivation (IM)	3.95	0.561
Extrinsic Motivation (EM)	3.91	0.589
English Language Usage (ELU)	2.90	0.841

Note: High ($M=3.68-5.00$), Moderate ($M=2.34-3.67$), Low ($M=1.00-2.33$)

The study examined social media usage patterns among 321 private university students. As shown in Table 4.4, participants demonstrated varying engagement levels across four social media use dimensions, with an overall mean score of $M=3.14$ ($SD=1.530$). This mean value falls within the low-level range ($M = 1.81-3.60$).

Analysis of the subscales revealed that Consumption-Based social media use ($M=4.19$, $SD=1.784$) represented the highest engagement level, followed by moderate engagement in Comparison-Based ($M=3.04$, $SD=1.829$) and Image-Based ($M=2.88$, $SD=1.654$) activities. Belief-Based social media use showed the lowest engagement ($M=2.22$, $SD=1.779$).

These findings indicate that while students actively use social media, they are less inclined to use social media for negative belief formation (e.g., poor psychological well-being) or reinforcement (e.g., greater emotional well-being). The standard deviations (ranging from 1.654 to 1.829) suggest considerable variation in usage patterns among participants. The following sections examine each dimension (Image-Based, Comparison-Based, Belief-Based, and Consumption-Based) in greater detail descriptive analysis.

Table 4.4

Mean Score and Total Percentage of 4 Social Media Use Subscales

SMU Subscales/Dimensions	Mean (M)	Std.deviation (SD)
Image-Based	2.88	1.654
Comparison-Based	3.04	1.829
Belief-Based	2.22	1.779
Consumption-Based	4.19	1.784
Total	3.14	1.530

Note: Std.deviation (Standard Deviation)

4.3.1 Level of Image-Based Dimension

The Image-Based dimension of social media use reflects individuals' tendency to present or maintain a favourable social image, which is associated with exhibitionistic narcissism and the regulation of emotions through enhancing positive feelings or reducing negative ones. The analysis revealed distinct patterns in participants' engagement with image-related social media behaviours. For posting or sharing personal positive content (Item IB1), the mean frequency was 3.03 ($SD=1.939$), with 41.7% of respondents engaging in this behaviour 1-2 times per week, while 15.6% reported never doing so. Monitoring engagement metrics (Item IB2) showed slightly higher frequency ($M=3.12$, $SD=2.064$), with 36.4% checking likes, comments, or follows 1-2 times weekly.

Reading comments on personal content (Item IB3) had a mean of 2.90 ($SD = 1.973$), with 42.7% doing so 1-2 times weekly. Editing or deleting content (IB4) exhibited the lowest engagement ($M = 2.49$, $SD = 1.839$), with 33.3% never engaging in this behaviour and 37.1% doing so 1-2 times weekly. Photo filtering or editing (Item IB5) had a mean frequency of 2.87 ($SD = 1.816$), with 38.6% engaging in this activity 1-2 times weekly.

Key trends emerged across all Items. First, occasional use (1-2 times weekly) was the most common, while frequent use (e.g., hourly or more) was rare (<3.1%). Second, social media monitoring engagement of likes, comments, shares, and followers/friends (Item IB2) was slightly more frequent than posting content (Item IB1), while editing/deleting posts (Item IB4) was the least common behaviour. Third, non-engagement was highest for editing/deleting content (33.3%) and lowest for posting personal content (15.6%). The standard deviations (1.816–2.064) indicate moderate variability in engagement frequencies. These findings suggest that while image-based behaviours are prevalent, they typically occur occasionally rather than excessively. The full results are presented in Table 4.5.

Table 4.5

Mean Score and Total Percentage of Image-Based Dimension

No	Item	M	S.D.	Response Value Frequencies (%)								
				Never	1-2 tpw	3-4 tpw	5-6 tpw	Once daily	2-5 tpd	6-9 tpd	10-13 tpd	Hourly or more
IB1	Made/shared a post or story about something positive that was personally about me.	3.03	1.939	50 (15.6)	134 (41.7)	44 (13.7)	26 (8.1)	29 (9.0)	15 (4.7)	9 (2.8)	5 (1.6)	9 (2.8)
IB2	Looked at how many people liked, commented on, shared my content, or followed/friended me	3.12	2.064	63 (19.6)	117 (36.4)	39 (12.1)	20 (6.2)	34 (10.6)	23 (7.2)	11 (3.4)	4 (1.2)	10 (3.1)
IB3	Read comments to my own content	2.9	1.973	64 (19.9)	137 (42.7)	40 (12.5)	13 (4.0)	27 (8.4)	18 (5.6)	6 (1.9)	9 (2.8)	7 (2.2)
IB4	Edited and/or deleted my own social media content	2.49	1.839	107 (33.3)	119 (37.1)	35 (10.9)	15 (4.7)	14 (4.4)	16 (5.0)	4 (1.2)	5 (1.6)	6 (1.9)
IB5	Played with photo filtering/photo editing	2.87	1.816	65 (20.2)	124 (38.6)	43 (13.4)	30 (9.3)	23 (7.2)	19 (5.9)	7 (2.2)	8 (2.5)	2 (0.6)

Note: tpw (Times per week), tpd (times per day)

4.3.2 Level of Comparison-Based Dimension

The Comparison-Based dimension of social media use refers to using social media to compare oneself with others or with one's past self, and is linked to poorer psychological well-being as well as emotion regulation goals such as impression management, pro-social, and contra-hedonic regulation. The analysis revealed distinct patterns in participants' engagement with comparative and reflective behaviours. For body or appearance comparisons (Item CPB1), the mean frequency was 2.79 ($SD = 2.085$), with nearly one-third of respondents (29.9%) reporting they never compare their appearance to others, while 33.3% do so 1-2 times per week. There was only a minority (3.7%) engage in this behaviour hourly or more frequently.

Life experience comparisons (Item CPB2) showed slightly higher engagement, with a mean frequency of 3.02 ($SD = 1.970$). While 18.4% never compare their life experiences to others', the majority (38.6%) do so 1-2 times weekly. The most frequent engagement was reported for reminiscing about the past (Item CPB3), with a mean of 3.30 ($SD = 1.934$). Only 11.2% never reminisce, compared to 31.5% who do so 1-2 times weekly, and 24.9% who reminisce 3-4 times weekly.

Several key patterns emerged across all three behaviours. First, occasional engagement (1-2 times weekly) was most common, while frequent engagement (hourly or more) was rare (2.5-3.7%). Second, reminiscing occurred more frequently than either type of comparison. Third, appearance comparisons had the highest proportion of non-engagers (29.9%). The moderate standard deviations (1.934-2.085) indicate consistent variation in engagement frequencies across participants. These findings suggest that while comparative and reflective behaviours are common among participants, the behaviours typically occur occasionally rather than constantly. The full list of the mean score for Comparison-Based Dimension is shown in Table 4.6.

Table 4.6

Mean Score and Total Percentage of Comparison-Based Dimension

No	Item	M	S.D.	Response Value Frequencies (%)								
				Never	1-2 tpw	3-4 tpw	5-6 tpw	Once daily	2-5 tpd	6-9 tpd	10-13 tpd	Hourly or more
CPB1	Compared my body or appearance to others'	2.79	2.085	96 (29.9)	107 (33.3)	40 (12.5)	19 (5.9)	19 (5.9)	15 (4.7)	8 (2.5)	5 (1.6)	12 (3.7)
CPB2	Compared my life or experiences to others'	3.02	1.970	59 (18.4)	124 (38.6)	44 (13.7)	27 (8.4)	26 (8.1)	17 (5.3)	10 (3.1)	6 (1.9)	8 (2.5)
CPB3	Reminisced about the past (Note: "Reminisced" is understood as recalling past experiences or memories, often with a sense of nostalgia or fondness.)	3.30	1.934	36 (11.2)	101 (31.5)	80 (24.9)	33 (10.3)	33 (10.3)	12 (3.7)	7 (2.2)	8 (2.5)	11 (3.4)

Note: tpw (Times per week), tpd (times per day)

4.3.3 Level of Belief-Based Dimension

The Belief-Based dimension of social media use refers to expressing or engaging with negative opinions online, and is associated with poorer psychological well-being and certain personality characteristics. The analysis of belief-based online behaviours revealed relatively low engagement frequencies across all four Items. For Item BB1 (posting/sharing negative personal content; $M = 2.23$, $SD = 2.002$), the majority of participants ($n=166$, 51.7%) reported never engaging in this behaviour, while 87 (27.1%) did so 1-2 times per week. Only a small proportion engaged more frequently which are 11 (3.4%) posted daily, and 10 (3.1%) did so hourly or more.

Item BB2 (posting/sharing non-personal negative content; $M = 2.04$, $SD = 1.877$) showed even lower engagement, with 191 participants (59.7%) never doing this and 69 (21.5%) doing so 1-2 times weekly. Daily or hourly posting was rare (13 participants, 4.0%, and 6 participants, 1.9%, respectively).

For Item BB3 (unsupportive commenting/reacting; $M = 2.02$, $SD = 1.825$), 199 participants (62.0%) never engaged in this behaviour, while 53 (16.5%) did so 1-2 times per week. Only 9 (2.8%) reported daily unsupportive reactions, and 6 (1.9%) did so hourly or more.

Moreover, Item BB4 (seeking morally disagreeable content; $M = 2.59$, $SD = 2.026$) was the most frequent behaviour, though still limited: 131 participants (40.8%) never engaged, while 79 (24.6%) did so 1-2 times weekly. Daily or hourly engagement remained uncommon (23 participants, 7.2%, and 7 participants, 2.2%, respectively). The full list of the mean score for Comparison-Based Dimension is shown in Table 4.7.

Table 4.7

Mean Score and Total Percentage of Belief-Based Dimension

No	Item	M	S.D.	Response Value Frequencies (%)								
				Never	1-2 tpw	3-4 tpw	5-6 tpw	Once daily	2-5 tpd	6-9 tpd	10-13 tpd	Hourly or more
BB1	Made/shared a post or story about something negative that was personally about me	2.23	2.002	166 (51.7)	87 (27.1)	17 (5.3)	7 (2.2)	11 (3.4)	12 (3.7)	8 (2.5)	3 (0.9)	10 (3.1)
BB2	Made/shared a post or story about something negative that was NOT personally about me	2.04	1.877	191 (59.7)	69 (21.5)	15 (4.7)	6 (1.9)	13 (4.0)	8 (2.5)	7 (2.2)	5 (1.6)	6 (1.9)
BB3	Commented unsupportively or disliked/”reacted” unsupportively on other’s post(s)	2.02	1.825	199 (62.0)	53 (16.5)	22 (6.9)	13 (4.0)	9 (2.8)	10 (3.1)	6 (1.9)	3 (0.9)	6 (1.9)
BB4	Sought out content that I morally or ethically disagreed with	2.59	2.026	131 (40.8)	79 (24.6)	36 (11.2)	17 (5.3)	23 (7.2)	14 (4.4)	8 (2.5)	6 (1.9)	7 (2.2)

Note: tpw (Times per week), tpd (times per day)

4.3.4 Level of Consumption-Based Dimension

The Consumption-Based dimension of social media use refers to primarily engaging with entertaining content, and is related with increased psychological well-being and adaptive emotion regulation skills. The analysis of consumption-based social media behaviours revealed several key patterns in how participants engage with different types of content. Watching videos such as news content, memes, and how-to/recipe videos (Item CSB5) emerged as the most frequent activity, with a mean score of 5.36 ($SD=2.402$). A significant 17.1% of participants reported watching videos hourly or more frequently, while 16.5% engaged with this content 2-5 times daily. Only 3.4% never watched videos, indicating its near-universal appeal. Similarly, viewing others' stories (Item CSB2) showed high engagement levels ($M=5.15$, $SD=2.273$), with 11.8% checking stories hourly and 19.9% doing so once daily. This suggests that ephemeral content maintains strong user attention in today's social media landscape.

The analysis revealed variations in engagement across the different forms of passive consumption behaviours. Aimless scrolling through feeds (Item CSB1) showed moderate overall engagement ($M=3.79$, $SD=2.459$) although engagement levels were unevenly distributed among participants, while 22.4% never engaged in this behaviour, 14% scrolled aimlessly once daily and 7.5% did so hourly or more. Profile viewing behaviours revealed that participants were more likely to check profiles of people they knew (Item CSB3: $M=3.37$) than strangers or influencers (Item CSB4: $M=3.26$). Both profile viewing activities followed similar patterns, with about 30% of participants engaging 1-2 times weekly and fewer than 10% doing so multiple times daily. However, notable portions of users abstained completely from these behaviours (14% for known contacts, 20.6% for strangers).

The findings highlight several important trends in social media usage. First, rich media content like videos and stories commands the highest engagement frequency. Second, more

passive behaviours like scrolling and profile viewing show greater variability in user engagement. The substantial standard deviations across all behaviours (ranging from 2.143 to 2.459) underscore the considerable individual differences in how people consume social media content.

Table 4.8

Mean Score and Total Percentage of Consumption-Based Dimension

No	Item	M	S.D.	Response Value Frequencies (%)								
				Never	1-2 tpw	3-4 tpw	5-6 tpw	Once daily	2-5 tpd	6-9 tpd	10-13 tpd	Hourly or more
CSB1	Scrolled aimlessly through my feed(s)	3.79	2.459	72 (22.4)	60 (18.7)	38 (11.8)	25 (7.8)	45 (14.0)	38 (11.8)	11 (3.4)	8 (2.5)	24 (7.5)
CSB2	Looked at others' stories	5.15	2.273	10 (3.1)	35 (10.9)	49 (15.3)	28 (8.7)	64 (19.9)	50 (15.6)	24 (7.5)	23 (7.2)	38 (11.8)
CSB3	Navigated to others' profiles in my social network (e.g., friends or friends of friends)	3.37	2.143	45 (14.0)	108 (33.6)	60 (18.7)	23 (7.2)	29 (9.0)	22 (6.9)	14 (4.4)	5 (1.6)	15 (4.7)
CSB4	Navigated to others' pages who I do not know (e.g., influencers or other famous people)	3.26	2.184	66 (20.6)	96 (29.9)	53 (16.5)	20 (6.2)	29 (9.0)	26 (8.1)	11 (3.4)	7 (2.2)	13 (4.0)
CSB5	Watched videos such as memes, news content, and how-tos/recipes	5.36	2.402	11 (3.4)	40 (12.5)	27 (8.4)	42 (13.1)	53 (16.5)	52 (16.2)	20 (6.2)	21 (6.5)	55 (17.1)

Note: tpw (Times per week), td (times per day)

4.4 Level of Intrinsic Motivation

The analysis of intrinsic motivation revealed that all 14 Items (Item IM1 to Item IM14) recorded mean scores of 3.95, indicating a generally positive inclination toward learning English among respondents. Notably, Item IM4 ("Learning English will allow me to be more at ease with English speakers") achieved the highest mean score ($M = 4.29$, $SD = 0.689$), followed closely by Item IM3 ("I learn English to improve my language skills"; $M = 4.26$, $SD = 0.729$) and Item IM1 ("Learning English is good for self-development"; $M = 4.22$, $SD = 0.707$). These Items also reflected strong agreement, with total agreement percentages (combining "Agree" and "Strongly Agree" responses) exceeding 85%.

Conversely, Item IM10 ("I make full use of my time to learn English") yielded the lowest mean score ($M = 3.49$, $SD = 0.959$), with only 48.6% total agreement. Similarly, Item IM8 ("I study English because I enjoy it"; $M = 3.74$, $SD = 0.899$) and Item IM13 ("I hope we have more English lessons"; $M = 3.64$, $SD = 0.901$) showed moderate enthusiasm, with agreement percentages of 59.2% and 55.2%, respectively.

A detailed examination of response frequencies highlighted that Item IM4 and Item IM3 not only had high means but also minimal disagreement ($\leq 0.6\%$ "Do Not Agree" responses). In contrast, Item IM10 and Item IM11 ("I always look forward to English class") elicited higher neutral or negative responses, suggesting variability in students' proactive engagement with English learning. The full result of the mean score for Intrinsic Motivation is shown in Table 4.9.

Table 4.9

Mean Score and Total Percentage of Intrinsic Motivation

No.	Item	M	S.D.	Response Value Frequencies (%)					Total Agreement of Percentage (%)
				SDA	DA	N	A	SA	
IM1	Learning English is a good self-development	4.22	0.707	0	3 (0.9)	43 (13.4)	154 (48.0)	121 (37.7)	85.7
IM2	Learning English will allow me to converse with more varied people	4.21	0.721	1 (0.3)	2 (0.6)	45 (14.0)	155 (48.3)	118 (36.8)	85.1
IM3	I learn English in order to improve my English language skills	4.26	0.729	1 (0.3)	3 (0.9)	39 (12.1)	146 (45.5)	132 (41.1)	86.6
IM4	Learning English will allow me to be more at ease with English speakers	4.29	0.689	0	2 (0.6)	37 (11.5)	149 (46.4)	133 (41.4)	87.8
IM5	Learning English will enable me to be better to understand and appreciate English literature	4.17	0.734	0	1 (0.3)	61 (19.0)	143 (44.5)	116 (36.1)	80.6
IM6	Learning English allows me to participate more freely in the activities of other culture groups	4.11	0.747	0	2 (0.6)	68 (21.2)	145 (45.2)	106 (33.0)	78.2
IM7	I learn English because it is something that I always want to do	3.89	0.834	2 (0.6)	9 (2.8)	93 (29.0)	137 (42.7)	80 (24.9)	67.6
IM8	I study English because I enjoy learning it	3.74	0.899	4 (1.2)	16 (5.0)	111 (34.6)	120 (37.4)	70 (21.8)	59.2
IM9	I feel more confident in learning English	3.84	0.898	4 (1.2)	19 (5.9)	77 (24.0)	144 (44.9)	77 (24.0)	68.9
IM10	I make full use of my time to learn English	3.49	0.959	5 (1.6)	40 (12.5)	120 (37.4)	104 (32.4)	52 (16.2)	48.6
IM11	I always look forward to the day when we have English class	3.63	0.896	6 (1.9)	20 (6.2)	114 (35.5)	128 (39.9)	53 (16.5)	56.4
IM12	I would like to try to use the English which I have learned	4.00	0.754	3 (0.9)	4 (1.2)	61 (19.0)	175 (54.5)	78 (24.3)	78.8
IM13	I hope we have more English lessons	3.64	0.901	6 (1.9)	17 (5.3)	121 (37.7)	119 (37.1)	58 (18.1)	55.2
IM14	My lecturers motivate me to learn English	3.80	0.862	4 (1.2)	14 (4.4)	92 (28.7)	144 (44.9)	67 (20.9)	65.8

Notes: SDA (Strongly Do Not Agree), DA (Do Not Agree), N (Neutral), A(Agree), SA (Strongly Agree)

4.5 Level of Extrinsic Motivation

The analysis of extrinsic motivation items revealed an overall mean score of 3.91 with a range of mean scores from 2.99 to 4.34, indicating varying levels of agreement among respondents. The highest levels of agreement were observed for Items relating to practical benefits of English proficiency. Item EM2 ("Learning English is useful in getting a good job") received the highest mean score ($M = 4.34$, $SD = 0.711$), with 88.1% of respondents agreeing or strongly agreeing. Similarly high agreement was found for Item EM4 ("I study English because I want to do well in my examination"; $M = 4.27$, $SD = 0.768$, 85% agreement), Item EM1 ("Learning English is important for my future career"; $M = 4.25$, $SD = 0.786$, 83.8% agreement), and Item EM7 ("I need to learn English in order to finish my study"; $M = 4.25$, $SD = 0.782$, 83.5% agreement).

Items reflecting more personal or social motivations showed lower agreement levels. Item EM10 ("I feel no one is really educated unless he/she is fluent in English") had the lowest mean score ($M = 2.99$, $SD = 1.278$), with the total disagreement (36.2%) exceeding the level of agreement (35.2%). Other Items with moderate agreement included Item EM9 ("I study English in order to please my family"; $M = 3.44$, $SD = 1.080$, 51.4% agreement) and Item EM14 ("I study English to impress others"; $M = 3.51$, $SD = 1.034$, 54.2% agreement).

Several Items showed notable neutral responses, particularly Item EM13 ("I will be rewarded if I get a good grade in English subject"; 34.9% neutral), Item EM11 ("I will be punished if I don't do the assignments"; 26.5% neutral), and Item EM8 ("Learning English is important for me because other people will respect me more if I am good at English"; 24.3% neutral). This suggests some ambivalence regarding external rewards and social perceptions related to English learning. The standard deviations for most Items ranged between 0.7 and 1.0, indicating comparatively constant response patterns, though Item EM10 showed greater

variability ($SD = 1.278$). The full list of the mean score for Extrinsic Motivation is shown in Table 4.10.

Table 4.10

Mean Score and Total Percentage of Extrinsic Motivation

No	Item	M	S.D.	Response Value Frequencies (%)					Total Agreement of Percentage (%)
				SDA	DA	N	A	SA	
EM1	Learning English is important for my future career	4.25	0.786	1 (0.3)	6 (1.9)	45 (14.0)	130 (40.5)	139 (43.3)	83.8
EM2	Learning English is useful in getting a good job	4.34	0.711	1 (0.3)	1 (0.3)	36 (11.2)	133 (41.4)	150 (46.7)	88.1
EM3	I learn English because I need it to further my studies	4.20	0.811	2 (0.6)	7 (2.2)	47 (14.6)	135 (42.1)	130 (40.5)	82.6
EM4	I study English because I want to do well in my examination	4.27	0.768	1 (0.3)	5 (1.6)	42 (13.1)	132 (41.1)	141 (43.9)	85.0
EM5	I need to learn English because it makes me more a knowledgeable person	4.16	0.766	1 (0.3)	2 (0.6)	60 (18.7)	139 (43.3)	119 (37.1)	80.4
EM6	I learn English because I can contribute more to the society	3.99	0.820	1 (0.3)	7 (2.2)	82 (25.5)	135 (42.1)	96 (29.9)	72.0
EM7	I need to learn English in order to finish my study	4.25	0.782	1 (0.3)	5 (1.6)	47 (14.6)	129 (40.2)	139 (43.3)	83.5
EM8	Learning English is important for me because other people will respect me more if I am good at English	3.82	0.964	7 (2.2)	21 (6.5)	78 (24.3)	132 (41.1)	83 (25.9)	67.0
EM9	I study English in order to please my family	3.44	1.080	17 (5.3)	43 (13.4)	96 (29.9)	112 (34.9)	53 (16.5)	51.4
EM10	I feel no one is really educated unless he/she is fluent in English	2.99	1.278	49 (15.3)	67 (20.9)	92 (28.7)	64 (19.9)	49 (15.3)	35.2
EM11	I will be punished if I don't do the assignments	3.79	0.914	5 (1.6)	20 (6.2)	85 (26.5)	139 (43.3)	72 (22.4)	65.7
EM12	I will get a better grade if I study English	4.07	0.755	1 (0.3)	6 (1.9)	57 (17.8)	163 (50.8)	94 (29.3)	80.1
EM13	I will be rewarded if I get a good grade in English subject	3.66	0.981	9 (2.8)	20 (6.2)	112 (34.9)	109 (34.0)	71 (22.1)	56.1
EM14	I study English to impress others	3.51	1.034	14 (4.4)	35 (10.9)	98 (30.5)	120 (37.4)	54 (16.8)	54.2

Notes: SDA (Strongly Do Not Agree), DA (Do Not Agree), N (Neutral), A(Agree), SA (Strongly Agree)

4.6 Level of English Language Usage

The analysis of the English language usage patterns revealed varying degrees of English incorporation across different contexts. The mean scores ranged from 2.49 to 3.14, indicating a general tendency toward balanced bilingual usage with some variation depending on the specific activity. The highest mean score was observed for ELU8 ("Language used when taking notes at a presentation"; $M = 3.14$, $SD = 1.086$), where 41.1% reported using predominantly or exclusively English. Similarly, Item ELU4 ("Language used when reading passages"; $M = 3.01$, $SD = 1.031$) showed 33.0% preference for English-dominant usage.

Conversely, Item ELU6 ("Language spoken at home"; $M = 2.49$, $SD = 1.135$) showed the lowest English usage, with only 19.3% reporting predominantly or exclusive English use. Similarly, Item ELU3 ("General spoken language"; $M = 2.74$, $SD = 0.905$) and Item ELU5 ("Language spoken with friends"; $M = 2.73$, $SD = 0.994$) showed relatively lower English usage (19.3% and 20.9% respectively).

Most Items showed a strong tendency toward balanced bilingualism, with the "Both equally" category receiving the highest percentages across multiple Items: thinking (Item ELU1: 45.8%), writing from memory (Item ELU2: 44.5%), general speaking (Item ELU3: 40.5%), and overall language preference (Item ELU10: 40.2%). This pattern demonstrates that respondents frequently employed both English and non-English languages equally in their daily communication and cognitive processes.

The standard deviations ranged from 0.905 to 1.135, demonstrating moderate variation in responses across all Items. Notably, activities requiring more formal language skills (note-taking, reading comprehension) showed higher English usage, while informal contexts (home, friends) showed stronger preference for non-English languages.

Table 4.11

Mean Score and Total Percentage of English Language Usage

No	Item	M	S.D.	Response Value Frequencies (%)					Total Percentage of ME and Only E (%)
				Only NEL	More NE than E	Both equally	More E than NE	Only E	
ELU1	In which language(s) do you usually think?	2.95	0.922	17 (5.3)	78 (24.3)	147 (45.8)	63 (19.6)	16 (5.0)	24.6
ELU2	In which language(s) are you able to write information about events from memory without using a dictionary?	3.03	0.960	19 (5.9)	65 (20.2)	143 (44.5)	74 (23.1)	20 (6.2)	29.3
ELU3	In general, what language(s) do you speak?	2.74	0.905	24 (7.5)	105 (32.7)	130 (40.5)	55 (17.1)	7 (2.2)	19.3
ELU4	When reading a passage, in which language(s) are you able to grasp the main ideas without referring to a dictionary?	3.01	1.031	26 (8.1)	70 (21.8)	119 (37.1)	86 (26.8)	20 (6.2)	33.0
ELU5	What language(s) do you usually speak with your friends?	2.73	0.994	31 (9.7)	107 (33.3)	116 (36.1)	53 (16.5)	14 (4.4)	20.9
ELU6	What language(s) do you usually speak at home?	2.49	1.135	66 (20.6)	114 (35.5)	79 (24.6)	43 (13.4)	19 (5.9)	19.3
ELU7	In general, what language(s) do you read?	2.98	1.040	28 (8.7)	72 (22.4)	119 (37.1)	82 (25.5)	20 (6.2)	31.7
ELU8	When taking notes at a presentation, in which language are you able to write quickly without errors?	3.14	1.086	27 (8.4)	60 (18.7)	102 (31.8)	104 (32.4)	28 (8.7)	41.1
ELU9	What language do you usually listen to news broadcasts (e.g. on TV, radio, internet)?	2.96	1.083	34 (10.6)	69 (21.5)	119 (37.1)	75 (23.4)	24 (7.5)	30.9
ELU10	In general, which language do you prefer to use?	2.94	1.014	28 (8.7)	73 (22.7)	129 (40.2)	73 (22.7)	18 (5.6)	28.3
ELU11	What language(s) do you usually watch movies without subtitles?	2.98	1.095	33 (10.3)	66 (20.6)	129 (40.2)	62 (19.3)	31 (9.7)	29.0

Notes: Only NEL (Only Non-English Language), More NE than E (More Non-English than English Language), More E than NE (More English-Language than Non-English Language), Only E (Only English Language)

4.7 Assessment of Measurement Model

To ensure the model's robustness, the evaluation of PLS-SEM results starts with assessing the measurement model. This step is crucial for establishing the reliability and validity of construct measures. Since the current study employs reflectively measured constructs, namely Social Media Use (SMU), Intrinsic Motivation (IM), Extrinsic Motivation (EM), and English Language Usage (ELU) which are the focus of the measurement model assessment is on discriminant validity, internal consistency reliability, and convergent validity.

4.7.1 Internal Consistency and Convergent Validity

Internal consistency reliability was evaluated using Composite Reliability (CR) and Cronbach's Alpha, while Average Variance Extracted (AVE) and outer loadings were assessed to confirm convergent validity. The values of composite reliability were 0.890 to 0.955 as in Table 1, which exceeds the acceptable threshold of 0.70 (Alamer, 2025), implying high internal consistency. On the same note, Cronbach alpha values were within 0.845-0.947, indicating reliability of the constructs. The AVE values for all constructs exceeded the minimum benchmark of 0.50, ranging from 0.618 to 0.728, confirming satisfactory convergent validity (Hair & Alamer, 2022).

Moreover, all item outer loadings were above the recommended threshold of 0.70, with values ranging between 0.716 and 0.886. These findings also indicate that both indicators are reliable measures of their respective latent variables.

Table 1

Convergent Validity Results

Latent Variable	Item	Outer Loading	CR	AVE
Social Media Use (SMU)				
SMU1	Looked at how many people liked, commented on, shared my content, or followed/friended me	0.856	0.941	0.728
SMU2	Read comments to my own content	0.881		
SMU3	Edited and/or deleted my own social media content	0.862		
SMU4	Played with photo filtering/photo editing	0.865		
SMU5	Compared my life or experiences to others'	0.804		
SMU6	Sought out content that I morally or ethically disagreed with	0.848		
Intrinsic Motivation (IM)				
IM1	I study English because I enjoy learning it	0.865	0.913	0.637
IM2	I feel more confident in learning English	0.784		
IM3	I make full use of my time to learn English	0.774		
IM4	I always look forward to the day when we have English class	0.846		
IM5	I would like to try to use the English which I have learned	0.728		
IM6	I hope we have more English lessons	0.784		
Extrinsic Motivation (EM)				
EM1	I learn English because I can contribute more to the society	0.716	0.890	0.618
EM2	Learning English is important for me because other people will respect me more if I am good at English	0.796		
EM3	I study English in order to please my family	0.807		
EM4	I will be rewarded if I get a good grade in English subject	0.785		
EM5	I study English to impress others	0.822		
English Language Usage (ELU)				
ELU1	In which language(s) do you usually think?	0.771	0.955	0.702

ELU2	In which language(s) are you able to write information about events from memory without using a dictionary?	0.815
ELU3	When reading a passage, in which language(s) are you able to grasp the main ideas without referring to a dictionary?	0.824
ELU4	What language(s) do you usually speak with your friends?	0.813
ELU5	In general, what language(s) do you read?	0.886
ELU6	When taking notes at a presentation, in which language are you able to write quickly without errors?	0.850
ELU7	What language do you usually listen to news broadcasts (e.g. on TV, radio, internet)?	0.853
ELU8	In general, which language do you prefer to use?	0.875
ELU9	What language(s) do you usually watch movies without subtitles?	0.848

Notes: CR = composite reliability; AVE = average variance extracted.

4.7.2 Discriminant Validity

Discriminant validity was assessed using the Heterotrait-Monotrait (HTMT) ratio of correlations. As recommended by Roemer et al. (2021), the assessment of discriminant validity is especially important to empirical research of said relationships. The value of HTMT of less than 0.90 implies acceptable discriminant validity. All HTMT values across constructs as presented in Table 2 are less than the 0.90 threshold which is a definite indication that the constructs are different and do not measure the same concept.

Table 2

Discriminant Validity Results (HTMT)

	English Language Usage	Extrinsic Motivation	Intrinsic Motivation	Social Media Use
English Language Usage				
Extrinsic Motivation	0.329			
Intrinsic Motivation	0.481	0.625		
Social Media Use	0.466	0.285	0.381	

4.8 Assessment of Structural Model

The structural model (see Figure 4.1) has been evaluated on the basis of collinearity to make sure that the predictor constructs were less than critical levels of collinearity thresholds (Sarstedt et al., 2022). Researchers advise checking the values of the variance inflation factor (VIF) to identify potential issues of collinearity (Sarstedt et al., 2022). The findings imply that the value of VIF was under the critical threshold of 5 (Table 3), to confirm the absence of collinearity issues between the four variables.

Table 3

Inner VIF Values

	English Language Usage	Extrinsic Motivation	Intrinsic Motivation	Social Media Use
English Language Usage				
Extrinsic Motivation	1.427			
Intrinsic Motivation	1.517			
Social Media Use	1.152	1.000	1.000	

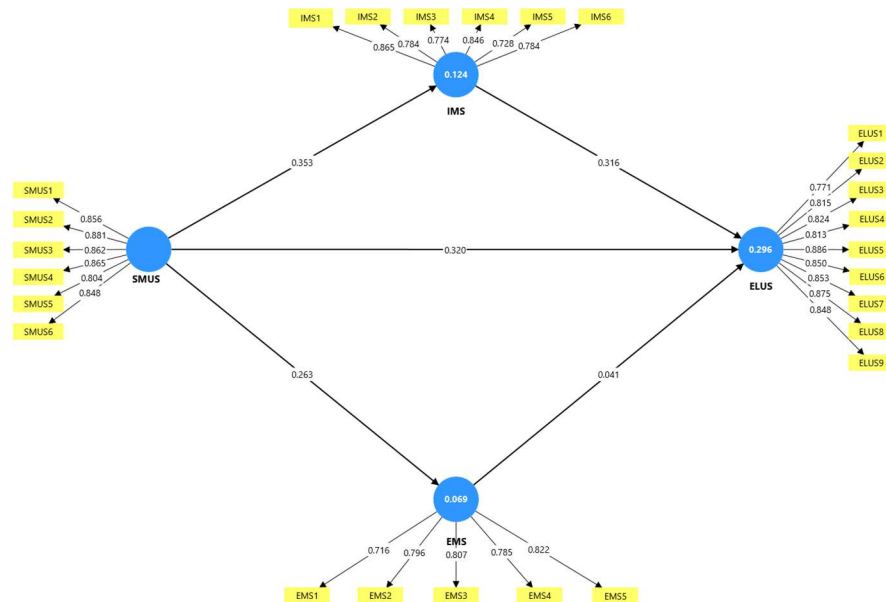


Figure 4.1 The Structural Model

4.8.1 Direct Effect Path Coefficients

Once the collinearity issues have been ruled out, the analysis continues on the assessment of the model's predictive abilities by analysing the path coefficients, coefficient of determination (R^2), cross-validated redundancy (Q^2) (Hair et al., 2024). The assessment starts with the coefficient of determination (R^2) for endogenous construct(s), showing what proportion of variance, the model would explain. As an indicator of in-sample predictive power, R^2 ranges from 0 to 1, with higher values indicating stronger predictive power (Hair et al., 2024).

One method to evaluating predictive accuracy is through Q^2 values. Consistent with the modern best practices in PLS-SEM the predictivity of this model would be assessed through the use of the PLSpredict algorithm, which, in comparison with the classic blindfolding approach, is better applied to the use of k-fold cross-validation to generate the out-of-sample predictions (Shmueli et al., 2019; Hair et al., 2022). The PLSpredict analysis (to replace traditional blindfolding) showed Q^2 predict values of 0.188, 0.061, and 0.118 for the three endogenous constructs that are Extrinsic Motivation (EM), Intrinsic Motivation (IM), and the English Language Usage (ELU) respectively. The findings suggest the predictive relevance of the model, due to all Q^2 predict values are greater than zero (Sarstedt et al., 2021). The second progression would be the evaluation of the effect size (f^2). We can also ascertain whether the omitted construct has a major influence on the endogenous constructs by looking at how the R^2 value changes when the specific predictor construct is eliminated out of the model (Hair et al., 2019). Effect size measures the level of strength of the association between the predictor latent variables and endogenous constructs at structural degree (Henseler et al., 2009). It does not depend on sample size since it is a valuable measure to evaluate the substantive effect of predictors (Benitez et al., 2020).

The analysis revealed that Social Media Use (SMU) had a medium effect on English Language Use, with an effect size of $f^2 = 0.126$ ($t = 2.907, p < 0.05$). Intrinsic Motivation (IM) demonstrated a small-to-medium effect, with $f^2 = 0.094$ ($t = 2.329, p < 0.05$). In contrast, Extrinsic Motivation (EM) exhibited a negligible effect on English Language Use, with $f^2 = 0.002$ ($t = 0.186, p = 0.853$).

Based on the guidelines of interpreting effect sizes as recommended by Cohen (1988), the 0.126 and 0.094 values of effect sizes of SMU and IM respectively are medium and slightly below medium impacts respectively whereas 0.002 value of EM is a non-substantive impact. In addition, new literature principles suggest the significance of interpretation in context, aspects within which effect size is to be assessed within a particular research area to guarantee significant conclusions (Funder and Ozer, 2019). In this respect, the findings indicate that Social Media Use has the strongest effect on English Language Usage, whereas Extrinsic Motivation should be discussed as the least important role in the model.

The analysis presented different effect sizes of different paths that impacted English Language Use (ELU). To begin with, Social Media Use (SMU) exhibited medium effect size ($f^2=0.126$) on ELU, surpassing the small effect threshold of 0.15 and approached the medium effect benchmark of 0.35. This shows that SMU would be useful in respect to English language usage, but not significant. Second, Intrinsic Motivation (IM) exhibited slightly below medium effect ($f^2=0.094$) on ELU, that lies between the range of small effect size (0.02) and medium effect size thresholds (0.15). This suggests that while IM influences English language use, its predictive power is somewhat limited. Lastly, Extrinsic Motivation (EM) exhibited a negligible effect ($f^2=0.002$) on ELU, failing to reach even the small effect threshold. These findings collectively highlight the differential predictive power of these factors, with SMU emerging as the most influential determinant of ELU among the examined variables, followed by IM, while EM showed virtually

no meaningful impact. The results underscore the particular importance of SMU and IM in understanding variations in English language usage patterns.

This study used structural equation modelling analysis to examine the path coefficients. Five direct effect hypotheses were tested. Bootstrapping is used to identify whether the path coefficients were statistically significant. In order to do so, the setting of bootstrapping procedure was subsample of 5000, parallel processing, one-tailed test with 0.05 significance level, complete bootstrapping and biased-corrected. In this study, five direct relationships were examined: 1) Social Media Use to English Language Usage (H1), 2) Intrinsic Motivation to English Language Usage (H2), 3) Extrinsic Motivation to English Language Usage (H3), 4) Social Media Use to Intrinsic Motivation (H4), and 5) Social Media Use to Extrinsic Motivation (H5).

As reported, four of the five constructs recorded a t -value greater than 1.96, indicating statistical significance. First, Social Media Use ($\beta = 0.320$, $t = 6.481$, $p < 0.001$) had a significant positive effect on English Language Usage. This finding supported H1, suggesting that greater social media use leads to increased English language usage. Second, Intrinsic Motivation ($\beta = 0.316$, $t = 5.099$, $p < 0.001$) also showed a significant positive effect on English Language Usage, supporting H2. This implies that when intrinsic motivation is higher, English language usage increases accordingly.

However, Extrinsic Motivation ($\beta = 0.041$, $t = 0.599$, $p = 0.549$) did not demonstrate a statistically significant effect on English Language Usage, resulting in H3 not being supported. This indicates that extrinsic motivational factors may not substantially influence English language usage in this context.

In addition, Social Media Use was found to have significant positive effects on both Intrinsic Motivation ($\beta = 0.353$, $t = 7.268$, $p < 0.001$) and Extrinsic Motivation ($\beta = 0.263$, $t = 4.684$, $p < 0.001$), thereby supporting H4 and H5. These results suggest that higher engagement with social media enhances both intrinsic and extrinsic motivational factors among respondents.

Among the significant relationships, Social Media Use showed the strongest effect on Intrinsic Motivation, followed closely by its effect on English Language Usage. These results highlight the particular importance of social media usage and intrinsic motivation in promoting English language usage.

Table 4

Results of Direct Effect Path Coefficients

No	Relationship	Beta	t value	p value	Confidence Interval		Result
					LL	UL	
H1	Social Media Use → English Language Usage	0.320	6.481	0.000	0.223	0.415	Supported
H2	Intrinsic Motivation → English Language Usage	0.316	5.099	0.000	0.194	0.440	Supported
H3	Extrinsic Motivation → English Language Usage	0.041	0.599	0.549	-0.092	0.174	Not supported
H4	Social Media Use → Intrinsic Motivation	0.353	7.268	0.000	0.257	0.446	Supported
H5	Social Media Use → Extrinsic Motivation	0.263	4.684	0.000	0.153	0.375	Supported

4.8.2 Mediating Effects

Intrinsic motivation had a significant mediating effect on the relationship between social media use and English language usage, with a beta value of 0.111, a t-value of 4.125, and a p-value of 0.000, supporting H6 as shown in Table 5. However, extrinsic motivation did not show a significant mediating effect on the same relationship, as evidenced by a beta value of 0.011, a t-

value of 0.588, and a p-value of 0.556, leading to the rejection of H7. In short, the findings suggested that only one of the two mediation hypotheses was supported.

Table 5

Results of Mediating Effects

No	Relationship	Beta	t value	p value	Confidence Interval		Result
					LL	UL	
H6	Social Media Use → Intrinsic Motivation → English Language Usage	0.111	4.125	0.000	0.064	0.171	Supported
H7	Social Media Use → Extrinsic Motivation →English Language Usage	0.011	0.588	0.556	-0.027	0.045	Not supported

4.9 Summary

This chapter presented the findings of the study based on the analysis of quantitative data using SPSS version 29.0 and SmartPLS 4.0. The results included the demographic profile of respondents, descriptive statistics, and the assessment of measurement and structural models. Direct relationships between constructs were examined and reported in detail. Overall, this chapter has outlined the key findings that address the research objectives and hypotheses, serving as the basis for discussion in the following chapter.

CHAPTER 5

DISCUSSION & CONCLUSION

5.1 Introduction

This chapter presents a comprehensive interpretation of the findings derived from the quantitative analysis conducted in this study. Each of the hypothesised relationships is discussed giving a detailed explanation to the relationship between social media use and intrinsic and extrinsic motivation connected to English language use among private university students in Malaysia. The chapter also describes both practical and theoretical implications of the findings, and limitations of the research. Moreover, suggestions on subsequent studies are provided to play the role of future research in the related field. Lastly, the chapter has also included a conclusion that provides an overview of overall contributions and what has been learned based on the current study.

5.2 Discussion

5.2.1 Influences of Social Media Use and English Language Usage

This section provides an overview of Research Question One, ‘Does the impact of social media use affect English language usage among private university students?’. The current research showed that there was a significant direct effect on use of social media in using English language among private university students. The observation implies that the direct use of social media, has a direct influence on students and are progressively helping them to develop and utilize skills at the command of the English language. This conforms to the case of Lim et al. (2023), who also indicated that the mentioned platforms offer chances in learning the English language including the, meaning lexical diversity, syntax usage, and communication skills. The results therefore

support the view that social media is not only a tool for entertainment but also a meaningful medium for informal practice in writing, reading, and communication. Along with it, the results also indicate that the implications of the social media use spread up to the overall interaction of the students with the English language. The greater exposure to authentic English materials, such as music, movies, and internet articles enable the learners to undergo informal learning that encourages linguistic fluency (Ahmed, 2020; Yadav, 2021). This aligns with Barrot (2021), who highlighted the interactivity as well as accessibility of social media as being among the greatest environments in English language learning. Students are exposed to real-time communication, and it empowers learners with tranquillity and enables them to apply English in real-life situations.

Regarding writing skills, the practice of this research is in line with previous works done by Muftah (2022) and Niu (2017) who observed that platforms like facebook and Whatsapp assist in enhancing writing performance by the learners by stimulating the composition of written texts using the English language. On the same note, Berewot and Fibra (2020) noted that WhatsApp will be found to be very effective in developing writing skills in students as it is an environment that will allow students to constantly engage in written communication. The advantages are exceptionally applicable in the Malaysian setting where students would often rely on this social media platform to converse and exchange ideas among 60 peers on the topic of academic work and communicating fluently in English (Lim et al., 2023). In line with this perspective, Sirivedin et al. (2018) noted that English teachers in Thailand enhanced their writing knowledge by using Facebook perceiving it to mean that regular use of social media enhanced the proficiency of writing English in various settings.

It is also interesting to note that the fourth dimension of social media use, consumption-based engagement, is declared to have a positive impact especially in the present study. Instead of

the harmful effects or merely from distractions on the social media, Malaysian university students in this study reported the patterns of use that identified positive adaptive effects on increase on self-esteem, extravagance and psychological wellbeing. These traits, in turn, support their willingness to communicate in English and consume English content. This finding supports the claim by Tufail et al. (2021) that if social media is used correctly, social media is advantageous and offers great prospects. For example, when students share content with purpose, or utilising social media platforms when conducting language acquisition exercises, which can lead to positive results among students at the Malaysian university. In the same line Król and Zdonek (2020) identified that posts creation can be part of an active behaviour of social media users, especially extraverted ones, which also supported the correlation between the social media use and positive motivational effects.

Besides the development of skills, social media also offers interactive learning sources, language learning, and cultural links. Al Fadda (2020) highlighted that cooperation on the social media page motivates learners to actively decipher concepts, dialogue, and co-construct knowledge, which agrees the enhanced use of English. Similarly, Mondahl and Razmerita (2014) stated that students following international content on the Internet have opportunities to not only to broaden their cultural tracks, but also to enhance their language level. These results indicate that social media does not only enhance language mastery, but also enhances intercultural competence of learners.

Collectively, the results of this research indicate that the use of social media has a positive and significant contribution towards English language use among students in the private university. Social media enhances engagement and the writing ability in the English language by offering real exposure, platforms to engage, and written communication. The findings are also congruent with

the previous work internationally (e.g., Pitaloka et al., 2020; Zhou, 2021) and locally (Lim et al., 2023) as social media does not necessarily act as a social tool alone but rather as a supporting tool to be used in learning and using the English language.

5.2.2 Influences of Social Media Use on Intrinsic Motivation

In this subsection, an insight of Research Question Two, ‘Does the impact of social media use affect intrinsic motivation among private university students?’ is explained. The current study indicated a significant direct positive effect of the social media use on intrinsic motivation among private university students. Such finding proposes that the active use of social media by students, is defined as one of the direct results of their heightened enjoyment and inherent interest with the tools and methods of learning and studying in general. This finding suggests that these mediums are never the only instruments of communication, but can constructively create within oneself a desire towards engagement (Pal, 2018).

Moreover, it can also be noted that the effects of using social media can go further to triggering the intrinsic psychological needs of the students. By allowing the exposure to a broad area of interesting information, including videos, articles, and discussions that associate with their personal interests where students learn a natural source of enjoyment and excitement (Ullah et al., 2024). This goes in line with the view that social media use can be greatly influenced by the inherent satisfaction they offer in terms of pleasure and amusement thus making it, not a source of passive consumption but a motivating experience internally.

Additionally, the results of the current study are similar to the previous studies by Król and Zdonek (2020) who have observed that the activities, such as posting, exchanging thoughts and

views, and engaging in online communities provide a lot of chances to be creative. This increased competency and autonomy is one of the main constituents of intrinsic motivation (Gulzar et al., 2021). On the same note, Pal (2018) noted that social media fosters connections with groups and individuals globally, sharing similar interests, offering a greatly motivating environment where the participation is motivated by personal interests and not by compulsion. Another aspect that is found in the current research paper is the social media platform that serves as an informal learning platform that is capable of capitalizing on personal interest and needs on the part of the learners. This supports the idea that the use of social media may enhance the intrinsic motivation of a student and using particular skills or participating in particular activities will become more internally engaging (Güliz & Ba basak, 2018).

5.2.3 Influences of Social Media Use on Extrinsic Motivation

The findings mentioned in this subsection are associated with the Research Question Three, ‘Does the effect of social media use influence extrinsic motivation among private university students?’ It is highly probable that the strong positive correlation of social media use was observed with the extrinsic motivation, indicating that the activity in social media sites has a direct result on extrinsic motivation of students to act and behave in the way they do. The implication of this finding is that students think that the social media have been a way to gain a number of external rewards, recognition, or satisfy external pressures. An example is the social media contributing to the development of instrumental extrinsic motivation in which the engagement is instigated by the presumed utility or outcome (Kristianto et al., 2025).

One of the most evident aspects that drive extrinsic motivation is the ability of the social media to promote social recognition and cultural integration (Al-Marroof et al., 2021; Kristianto et al., 2025; Rode, 2016). One of the components that users desire is to be accepted in the community web world and expertise or active partaking in social media platforms may provide them social validation. It is a strong external motivational factor in the need to gain social recognition. The study by Lee et al. (2017) narrows down to the results that extrinsic motivations like self-development, reputation, and reciprocity are positively related to the online photo sharing behaviours on social media platforms. The benefits of reputation have also been determined as a powerful incentive to engage users in sharing information sent to social media, proving the fact that the need to be perceived and recognized from people is a key drive that increases user's involvement. Moreover, reciprocity, whereby, social network users tend to proceed with their interactions when positively encouraged by other parties, is also a motivating extrinsic drive (Lee et al., 2017). The above findings highlight the extent to which social media platforms may contribute to the influence of external rewards that encourage users to contribute and share information.

Septiari and Omar (2022) also revealed that extrinsic motivation takes numerous forms notably rewards being a motivating factor in contributing to online communities. This can be achieved to other behaviours as research has revealed that external regulation which can be defined as the act of doing things to acquire external benefits is affected directly by social media, therefore affecting the user behaviour. In particular, various forms of extrinsic motivation such as identified regulation were found to have a substantial effect on sharing behaviours online since people can be interested to gain a sense of social identity using the content they share (Septiari and Omar, 2022). Ultimately, social media acts as a catalyst, motivating particular behaviours, activities,

actions, or attitudes. This aligns with the understanding that individuals are often motivated when they anticipate their actions will lead to a desired goal and a satisfying reward, and social media actively shapes how users pursue these externally driven goals. The influence of social media is broad, extending to motivating activities like consumption, health and beauty-related actions, and educational pursuits (Król & Zdonek, 2021).

5.2.4 Influences of Intrinsic Motivation on English Language Usage

This subsection provides an overview of Research Question Four, ‘Does intrinsic motivation influence English language usage among private university students?’. The findings revealed a significant positive relationship between intrinsic motivation and English language usage. This indicates that students who are inherently interested in learning and using English, and who derive enjoyment from the process itself, tend to display better English language proficiency and usage. This supports Self-Determination Theory (SDT), which emphasizes that when learners’ psychological needs of competence, relatedness, and autonomy are met, their intrinsic motivation directs to deeper engagement, persistence, and improved learning outcomes (Davis, 2020; Ryan & Deci, 2017).

The current study follows the trend of previous writings that indicate that the intrinsically-driven learners do not only seek English as an external motivator but also enjoy it because of their own personal liberation, enjoyment, and self-development (David and Weinstein, 2023; Hassan et al., 2019). Such motivation is more likely to encourage learners to continue in challenging situations, to seek practice opportunities, and to be exposed to language-rich environments that, respectively, help students to achieve better fluency, more accuracy, and communicative

competence (Bailey et al., 2020; Zhang and Shao, 2021). Al Saggaf and Rusli (2024) also highlighted that, the introduction of English can open up to students the prospects of personal and professional growth, and intrinsic motivation is one of the vital variables determining the language use by the respondent not only in the academic field in the Malaysian context.

Additional researches further confirm that that intrinsic motivation exhibits a positive effect on the English language learning in the context of certain situations (Daif-Allah & Aljumah, 2020; Subakthiasih & Putri, 2020). As an example, students did not stop learning English because they liked that activities, wanted to enhance their abilities, and considered that English will make more of other cultures and knowledge available to them. Notably, learners were motivated even amidst third parties of interruption, which shows that intrinsic motivation is highly representative of self-motivation when learning a language (Subakthiasih and Putri, 2020). On the same note, Daif-Allah and Aljumah (2020) have indicated that those learners who had clear personal reasons of studying English like improving job opportunities and mastery across cultures were more inclined towards being motivated and were potentially successful.

In addition, intrinsic enjoyment has also been established as a critical contributor to motivation. Jiang et al. (2023) discovered that students that derived pleasures in learning English stated that their communication skills improved more, which would result in better usage and fluency results. This key role of enjoyment which is reinforced by Shen (2021), who identified the strength of foreign language enjoyment (FLE) as one of the essential components of student engagement and success which supports the claim of its value in promoting positive learning outcomes. Moreover, enjoyment has been found to counter adverse feelings as Cai et al. (2025) reported that negative consequences of conditions like boredom connect most when there is no enjoyment especially in students with the lowest and highest English proficiency levels. These

results validate the argument that internal pleasure and self-motivated objectives are major motivators in the use of English by students of a private university.

In conclusion, international and local research results (e.g., Bai and Wang, 2020; Saiding et al., 2024; Sun and Gao, 2019) prove the conclusions of this study that intrinsic motivation allows maintaining language learning behaviours and increasing the level of competence, specifically in the use of English. Therefore, fostering self-driven enjoyment and interest in learning English should persist as an important aspect of language teaching techniques in private universities.

5.2.5 Influences of Extrinsic Motivation on English Language Usage

The following subsection describes Research Question Five, ‘Does extrinsic motivation influence English language usage among private university students?’. The findings of this research revealed that extrinsic motivation does not have a significant relationship with English language usage among private university students in Malaysia. Although private university learners recognise about external rewards including grades or recognition and career prospects, these factors only were not enough to engage with English language usage on a regular basis. This confirms that extrinsic motivation does not help in facilitating English language learning and its use in this situation.

This has been found to be in accordance with Self-Determination Theory (Ryan & Deci, 2000) that argues that extrinsic rewards can weaken intrinsic drive and do not have long term involvement in learning. According to past research (Legault, 2016; Petursdottir and Mellor, 2016), extrinsic motivation may promote short-term behaviour but repeatedly, as it causes situation over-reliance, it tends to lower the authenticity of participation on language learning activities. Besides,

Akhir and Mokhtar (2024) noted that English is often studied by Malaysian students under the extrinsic force or the need to obtain good grades, assurance to study abroad, or career qualifications, however the extrinsic force does not always drive greater usage or English proficiency.

The current line of research is also related to the research by Filgona et al. (2020), who described that the extrinsic motivation can be given a boost with the help of praise, the use of incentives, or favourable learning conditions, but the effect is relatively short-term when students are motivated by achievable rewards and not intrinsic learning goals. Likewise, Salehpour and Roohani (2020) observed that even though jobs, or higher education which was an extrinsic factor bolstered by EFL learners to learn English, they were not on a high correlation and did not have a significant impact on use English language.

Furthermore, competition, rewards, and external pressures tend to encourage students to meet external expectations rather than engage meaningfully with English (Ardeo, 2016; Phal et al., 2025). Typical examples of extrinsic motivators such as grades, trophies, and social approval may affect psychological well-being (Tohidi & Jabbari, 2012; Phal et al., 2025) but not actual English usage. Similarly, Locke and Schattke (2019) argued that money, as a motivator, influences psychological well-being rather than sustaining behaviour in language learning. In this sense, money as an external driving force may affect students' feelings temporarily but fails to push or motivate them to actively use English, which explains why extrinsic motivation proves to be ineffective (Locke & Schattke, 2019).

5.2.6 Mediation of Intrinsic Motivation on Social Media Use on English Language Usage

This subsection introduces the findings related to Research Question Six, ‘Does intrinsic motivation mediate the relationship between social media use and English language usage?’. The results of the present study reveal that intrinsic motivation plays a significant role in mediating the relationship between social media use and English language usage among private university students. This implies that the positive impact of social media on English language use works to a large scale based on its ability to increase the intrinsic motivation of students. In other words, although social media as such offers the means of both communication and exposure, the fact that one would enjoy, get interested and personally satisfied during these interactions is what would eventually make students interact with the English language more effectively.

This result contradicts with the previous studies, which have indicated a motivation aspect of language learning through social media. As noted by Amin et al. (2020) and Zainal and Rahmat (2020), social media provides authentic conditions of interaction and can result in intrinsic motivation and a more positive inclination in using English. Gulzar et al. (2021) also revealed that using social media could boost students with greater intrinsic motivation which in turn leads to their increased engagement in academic tasks. These findings are in accordance with the findings of the current study that the impacts of social media on language use are indirect, by operating mostly through the motivational processes it encourages. To reinforce this, Peng and Patterson (2021) suggested that intrinsic motivation increases when the learners are awarded with autonomy to engage in activities that are meaningful to learners personally. Social media guarantees corresponding autonomy, allowing students to exchange content, work together, and interact in English in objectives students genuinely liked. Similarly, Tufail et al. (2021) indicated that social media develops possibilities for authentic communication, strengthening self-confidence and

enjoyment of learners, which supports learner's intrinsic drive in enhancing the proficiency level of English. The results are consistent with the Self-Determination Theory by Deci and Ryan (1985) in the areas that social media promotes autonomy as well as competence which are primary requirements which lead to intrinsic motivation. Hamid et al. (2015) suggests that students can be motivated intrinsically when social media provides them autonomy to perform meaningful learning activities. This aligns with the current study, in which the active desire to use English platform in social media among students enhanced their internal motivation and hence the use of the language.

Furthermore, enjoyment is also an available attribute of intrinsic motivation, which will affect how students interact with social media and lead to the enhancement of English language use. The studies of Gamlo (2019) and Lee and Lee (2020) supported the assumption that when students have the enjoyment of learning English, they feel more motivated, more interested in independent learning behaviours, and can obtain greater performances. Equally, Viberg and Gronlund (2017) emphasized that use of social media in the instructional process gives the individualized, entertaining and autonomous learning opportunities which help to boost motivation and language performance. These reinforce the concept that the intrinsic enjoyment facilitated by social media becomes a powerful mediator in promoting English language usage.

5.2.7 Mediation of Extrinsic Motivation on Social Media Use on English Language Usage

This subsection provides an analysis of Research Question Six, 'Does extrinsic motivation mediate the relationship between social media use and English language usage?'. The findings revealed an insignificant indirect effect, indicating that extrinsic motivation did not mediate the

relationship between social media use and English language usage. Although social media use was found to influence extrinsic motivation directly, this external drive did not subsequently result in significant improvements in English language usage. This reinforces the earlier finding regarding the direct insignificant path of extrinsic motivation and suggests that, for this student population, external rewards or pressures, even when prompted by social media, are insufficient for enhancing English language usage. In other words, social media's impact on English usage is more effectively mediated by intrinsic, rather than extrinsic, motivational factors.

Past research findings have demonstrated that social media can enhance extrinsic objectives by using likes, shares, and comments, to build habitual or compulsive commitment (Akhtar et al., 2025; Jiang and Zhao, 2025). Even though this type of reinforcement can increase the responsiveness of learners to social approval and keep them interested in online interaction, as previous studies have shown, the given engagement type remains rather surface and does not always stimulate language enhancement. In addition, previous studies provide indications that social media offers opportunities to learners to access materials in English, communicate with others and acquire social recognition that is known to be extrinsic motivators (Meng and Li, 2024; Norazlan et al., 2021; Vakilifard et al., 2021).

Past research suggests that learners are able to persist on learning English as a result of the needs of social acceptance or success, which might lead to more learning and determination (Ahmed, 2020; Akhir and Mokhtar, 2024; Peng and Patterson, 2021). Nevertheless, this paper supports the findings that even with these opportunities in place, extrinsic motivation is not enough to catalyse significant English language application amongst students. Moreover, social media can lead to an increase of extrinsic motivation as it may include peer interaction and external validation,

which allows the learners to master the skills in a social environment and develop self-confidence (Saiding et al., 2024; Almayez et al., 2025).

Previous studies also suggest that the extrinsic goals promoted on social media tend to be enhanced by the likes, comments, or shares, thereby potentially creating habits or even uncontrollable involvement (Akhtar et al., 2025; Jiang and Zhao, 2025). Despite such external response would lead to the increased sensitivity of students for obtaining social approval, the results of the current researches lead to the conclusion that these aspects alone does not perpetuate meaningful use of English. This result is aligned with the Self-Determination Theory which discusses that extrinsic motivation under the absence of internalized goals or clear interest is hardly effective (Ryan and Deci, 2000). Similar to the prior literature, extrinsic rewards or pressures can provoke short-term participation, but not long-term increase in language proficiency (Meng and Li, 2024; Norazlan et al., 2021; Yadav, 2021).

5.3 Implications

The findings of the current study provide theoretical implications on Self-Determination Theory (SDT) by reinstating that a differentiation is necessarily drawn between intrinsic and extrinsic motivation in language learning. The findings indicated that intrinsic motivation is a more significant mediator between the use of social media and the use of English language than extrinsic motivation. This justifies the SDT in its general conclusion that intrinsic types of motivation have a higher success in supporting sustainable engagement and meaningful learning behaviour (Ryan and Deci, 2019; 2020). By demonstrating the enjoyment, interest, and internal motivation of students to use English with social media has better predictor power of language use than external

reinforcements and stressors, offering the theoretical knowledge on motivation behaviour in online learning conditions. Meanwhile, the subordinate nature of extrinsic motivation highlights the limitations of exclusively using external validation or other instrumental incentive powers to elicit language learning, which are reflective of SDT differentiation of the two types of motivation (Ryan and Deci, 2000). The study therefore demonstrates not only the application of SDT to a modern social media setting, but a further extension of the study is the importance of the intrinsic and extrinsic difference in comprehending language learning behaviours in the digital era underscored through the significance the study provides.

The results of this research are significant in the context of examining the interaction of the social media use, intrinsic motivation, and extrinsic motivation on determining the English language usage among private university students. Moreover, social media has a significant positive impact on the English language highlighting that social media may be used as useful means of informal learning the language (Teng et al., 2022). The social platforms, including Facebook, WhatsApp, Instagram, and YouTube, demonstrate the exposure of students to credible contents in English language by reading articles, videos, engaging in discussions, as well as writing certain reactions. This exposure also enables the learners to learn language in real life situations, which may stimulate fluency, understanding, as well as techniques of communication comprehension. Such results imply that educators can reflectively implement social media in pedagogy strategies, where students are offered good exposure of practising English in interactive Internet applications rather than the traditional ways of teaching English.

The fundamental role of intrinsic motivation as a mediating variable in the correlation between social media use and English language usage is highlighted in this study. Although social media provides vast opportunities of exposure and interaction, the continuous engagement and

advancement of students in using English is motivated by personal satisfaction, enjoyment and internal interest. The latter indicates the significance of establishing intrinsic motivation in the English language learning process (Bai and Wang, 2020). The educators can facilitate autonomy, competence, and relatedness by developing learning tasks enabling students to make decisions, conduct topics they are interested in, and engage in joint creative work with peers. These methods would allow enriching the internal motivation of learners by contributing more to the process of learning English.

On the other hand, extrinsic motivation had little influence in this study shows that it is inadequate to be combined with means of reward like grades, recognition or social approval, as it is not possible in maintaining meaningful engagement in the language use (Teravainen-Goff, 2022). These incentives can have short-term effect of motivating participation; however, they do not seem to have long-term effects of ensuring the improvement of English proficiency. As a result, educators ought to review extrinsic rewards as supplementary and do not consider them the leading factors in learning. External rewards can also strengthen positive behaviours when supported by the intrinsic goals of the students, but the mechanisms could not substitute the internal drive that is required to help one maintain constant language practice and acquisition of the skills.

Besides, the results indicate that a successful strategy of learning a language needs to entail a combination of affordances offered by social media with the strategies designed towards fostering intrinsic motivation. Universities can assist the students by forming learning environments that promote continuous interaction with English via digital platforms, collaboration with other students, lecturers and members of the facility staff, and allow student access to authentic English content like news articles, academic resources, podcasts and videos. The focus on intrinsic motivation will help in making sure that students are being occupied with self-

independent and meaningful activities that will not only enhance their language competence (Li and Shaidatul Akma Adi Kasuma, 2024), but also help them develop continuous learning habits (Dorfman- Furman, 2024). In addition to the classroom practice, policy makers also make significant contributions in supporting the development of syllabus in order to coordinate with developments in technology. With the integration of social media and mass media contents in the curriculum, students are able to be directed to engage in a productive use of the mentioned digital platform tools in acquiring languages as opposed to consuming passively (Han, 2022).

This integration will enable students to experience the authentic and real-life application of English but also acquire digital literacy skills that will be deemed to be important in educational and professional settings in one way or another. Technology-based contents will help educators as well as the policy makers serve a collective purpose of maintaining relevance, interest, and efficiency of English language learning as a necessary skill for 21st century learner if incorporated thoughtfully.

5.4 Limitations

While this study offers important insights into the relationship between social media use, motivation, and English language usage among private university students in Malaysia, several limitations must be acknowledged. First, the study relied on a convenience sample of private university students, which limits the extent to which the findings can be generalized beyond the private university student population to other groups, such as public university students, secondary school learners, or non-traditional learners. The unique sociolinguistic context of Malaysia, where English is widely utilised as a second language, may also have influenced the way students

engaged with social media for language purposes. As a result, the patterns observed here may not be directly relevant to other countries or regions with different linguistic environments. Second, the data were collected through self-reported questionnaires, which are inherently prone to biases such as social desirability and inaccurate recall (Luhanga & Harbaugh, 2021, pp. 193–210). Some participants may have overstated or understated their use of social media or levels of motivation, leading to discrepancies between reported and actual behaviour. Although measures were taken to ensure clarity in the survey items, variation in participants' interpretations could also have influenced the accuracy of the responses.

Third, the research design was cross-sectional, meaning that the data reflected only one point in time and could not capture how the relationship between social media use, motivation, and English usage might evolve. Due to the prompt change of trends in social media and students' behaviours, the results might be invalid at other time and circumstances. Finally, intrinsic motivation as well as extrinsic motivation was a limiting factor in the study as defined under Self-Determination Theory. Although this framework offers important insights, it does not represent the intricacy of language learning motivation to all its complexity (Teravainen-Goff, 2022). There was no study of other causing variables including integrative or instrumental orientations (Azar and Tanggaraju, 2020), peer influence (Xie et al., 2024), or cultural attitudes toward English (Hossain, 2024; Suwartono and Stapa, 2022), which could be investigated with and present additional explanatory value. Overcoming these limitations of future studies might enable constructing a more refined comprehension of the intersection point of social media and motivation to influence the usage of the English language.

5.5 Recommendations

Based on the limitations of the research, several recommendations are suggested for future research. First, convenience sample was used by the researchers targeting the students of one private university in Malaysia highlights that broader and more diverse sampling should be applied. Participants in the future research should be individuals in public universities, secondary schools, and also those not in the traditional category including part-time learners or working professional.

Greater generalizability of the findings would be approved by doing so as well as offering a better overview in which how the various groups interact with social media to learn languages. Second, researchers can consider in implementing mixed-methods method to address the application of self-reported questionnaires, whereby the use of surveys with other kinds of research methods like interviews, focus groups or computer-based ethnography are included. Such methods would not only minimise the possibility of response bias; but also gain better understanding about how students would perceive and experience social media as a language learning instrument. Additionally, digital monitoring tools (screen-time applications or activity logs) may be a more objective source of information on the real patterns of social media use by the students.

Furthermore, future research should expand upon the cross-sectional design in this study and further utilize longitudinal or experimental design. Longitudinal studies would involve monitoring motivation and language use changes in students over a specific time (Lussier et al., 2024), and experimental studies would be useful to estimate the causal impacts over language outcomes caused by certain social media interventions (Ogburn et al., 2022). As an example, researchers might develop controlled interventions where students are taught on how to use platforms like YouTube, Instagram, or Tik Tok to complete learning activities. and compare the results of controlled and uncontrolled application. In addition to it, even though this research had

centred on the intrinsic and extrinsic motivation as a part of the Self Determination Theory, the future research could include other motivational theories. For example, integrative and instrumental components, peer and teacher factors, or online learning attitudes. Upon broadening the theoretical scope, future studies might get to reveal more dynamics which can explain better why some learners are more advantaged with the use of social media than the others. Finally, the connection between policy and curriculum incorporation is another aspect that can be pursued by future researchers to understand how social media can be incorporated into the teaching in a systematic way to improve language learning. By covering these aspects, the future studies would provide a more refined and achievable insight into the way social media may be employed to advocate the use of English language in diverse settings.

5.6 Conclusion

This research had a main objective, which was to analyse the relation that existed between social media use, intrinsic and extrinsic motivation and reporting English language use among the students of private university in Malaysia. These results indicate that, although social media is an important part of the every-day life of students, its impact in improved use of English language is directly related to the aspect of intrinsic motivation. Some students who took part in the English language due to personal interest, curiosity, or enjoyment showed better competency and regular application of the English language as opposed to those who were motivated by extrinsic incentives. The findings allow significant consideration of how motivation relates to the influence on the language learning outcomes in the context of Malaysian higher education.

Simultaneously, this paper also emphasizes some significantly important limitations in extrinsic motivation. Its findings indicate that extrinsic motivation was not a significant mediator between the use of social media and the use of English language. This serves as an implication that the extrinsic reinforcements, including likes, comments, and peer acknowledgements, are not enough to support any meaningful language learning behaviours. The beneficial aspect of intrinsic motivation is, however, obvious as students motivated internally were more prospective to persevere, interact, and even seek to apply the English language in real-life scenarios. This highlights the need to establish intrinsic motivational forms as the essential way of promoting usage of the English language utilising social media.

Finally, the paper provides theoretical and practical implications on the learning of English language in Malaysia. Ideologically, it supports on the concepts of Self-Determination Theory (1985) as it illustrates the key aspect of intrinsic motivation in maintaining meaningful learning. In practice, the results indicate that teachers, schools, and policy makers ought to cooperate to integrate social media in learning a language intending on meaningful and systematic means. Students can be trained to consider social media as an effective learning tool in English language instead of a distraction through designing curricula that include authentic materials in the English language, allows students to collaborate on different tasks online, and engage in self-directed learning processes. Not only can these measures improve the proficiency levels of English among the students but can also instil in the students sustainable learning practices that are not limited to the classroom environment and prepare the learner with the skills and confidence required to succeed not only in the educational setting, but also in the social and professional environment.

5.7 Summary

In summary, the chapter has discussed the result of the seven hypothesised relationships, which points to the effect of social media use, intrinsic and extrinsic motivation in shaping the use of English language amongst private university students in Malaysia. It also highlighted the implications of the research as well as providing theories on how the research can be conducted, including its limitations. In conclusion, the research sought to emphasize the contribution of social media and motivation to language learning, which was the summary of the full chapter of the contribution towards the study.

References

- Abudusalamu Saiding, Quirk, M., Xie, Y., Huang, Q., & Chen, C. (2024). Extrinsic vs. intrinsic motivation: Navigating the moderating role of academic motivation among social media addiction and academic burnout among university students. *Extrinsic vs. Intrinsic Motivation: Navigating the Moderating Role of Academic Motivation among Social Media Addiction and Academic Burnout among University Students*.
<https://doi.org/10.2139/ssrn.4976604>
- Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology. *Teaching Public Administration*, 36(3), 237–258. Sagepub.
<https://doi.org/10.1177/0144739418775787>
- Ahmed, B. E. S. (2020). Social media in teaching of languages. *International Journal of Emerging Technologies in Learning (IJET)*, 15(12), 72.
<https://doi.org/10.3991/ijet.v15i12.12645>
- Akhir, N. M., & Mokhtar, M. M. (2024). View of motivation in learning English as a second language among diploma students in Malaysia. *Unisza.edu.my*, 7(1).
<http://dx.doi.org/10.37231/apj.2024.7.1.585>
- Akhtar, A., Iftikhar, A., & Ahmed, A. (2025). Exploring the influence of extraversion, neuroticism, extrinsic and intrinsic motives and FoMo on social media use and addiction. *Online Media and Society*, 6(3), 1–12. <https://doi.org/10.71016/oms/h4xbqj75>
- Al Fadda, H. A. (2020). Determining how social media affects learning English: An investigation of mobile applications Instagram and Snapchat in TESOL classroom. *Arab World English Journal*, 11(1), 3–11. <https://doi.org/10.24093/awej/vol11no1.1>
- Al-Aufi, A. S., & Fulton, C. (2014). Use of social networking tools for informal scholarly

- communication in humanities and social sciences disciplines. *Procedia - Social and Behavioral Sciences*, 147, 436–445. <https://doi.org/10.1016/j.sbspro.2014.07.135>
- Al-Bargi, A. (2022). Exploring online writing assessment amid covid-19: Challenges and opportunities from teachers' perspectives – AWEJ. *Arab World English Journal (AWEJ)*. <https://dx.doi.org/10.24093/awej/covid2.1>
- Al-Maroofof, R., Ayoubi, K., Alhumaid, K., Aburayya, A., Alshurideh, M., Alfaisal, R., & Salloum, S. (2021). The acceptance of social media video for knowledge acquisition, sharing and application: A comparative study among YouTube users and TikTok users for medical purposes. *International Journal of Data and Network Science*, 5(3), 197–214. <https://doi.org/10.5267/j.ijdns.2021.6.013>
- Al-Saggaf, M. A., & Rusli, Z. A. N. (2024). View of investigating the types of motivation of TESL students in a higher education institute in Malaysia. *Sabapub.com*. <https://www.sabapub.com/index.php/tts/article/view/105/77>
- Alamer, A. (2025). Structural equation modeling (SEM) in L2 writing research: Simple tutorial and useful recommendations. *Research Methods in Applied Linguistics*, 4(2), 100202. <https://doi.org/10.1016/j.rmal.2025.100202>
- Ali, W. (2020). Online and remote learning in higher education institutes: A necessity in light of COVID-19 pandemic. *Higher Education Studies*, 10(3), 16–25.
- Almayez, M. A., Al-Khresheh, M. H., Al-Qadri, A. H., Alkhateeb, I. A., & Issa, T. (2025). Motivation and English self-efficacy in online learning applications among Saudi EFL learners: Exploring the mediating role of self-regulated learning strategies. *Acta Psychologica*, 254, 104796–104796. <https://doi.org/10.1016/j.actpsy.2025.104796>
- Aloraini, N., & Cardoso, W. (2020). Social media in language learning: A mixed-methods

- investigation of students' perceptions. *Computer Assisted Language Learning*, 35(8), 1–24. <https://doi.org/10.1080/09588221.2020.1830804>
- Amadu, L., Muhammad, S. S., Mohammed, A. S., Owusu, G., & Lukman, S. (2018). Using technology acceptance model to measure the use of social media for collaborative learning in Ghana. *Journal of Technology and Science Education*, 8(4), 321. <https://doi.org/10.3926/jotse.383>
- Arumugam, N., Farhanahburhanuddin, N., Suppiah, P. C., & Razak, M. I. M. (2020). English vocabulary development among undergraduates: Social media. *International Journal of Academic Research in Progressive Education and Development*, 9(4). <https://doi.org/10.6007/ijarped/v9-i4/8455>
- Auger, P., & Woodman, R. W. (2016). Creativity and intrinsic motivation. *The Journal of Applied Behavioral Science*, 52(3), 342–366. <https://doi.org/10.1177/0021886316656973>
- Azar, A. S., & Tanggaraju, D. (2020). Motivation in second language acquisition among learners in Malaysia. *Studies in English Language and Education*, 7(2), 323–333. <https://doi.org/10.24815/siele.v7i2.16506>
- Aziz, A. A., & Kashinathan, S. (2021). ESL learners' challenges in speaking English in Malaysian classroom. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 983–991. <https://doi.org/10.6007/IJARPED/v10-i2/10355>
- Babbie, E. (2010). *The practice of social research*. http://old-eclass.uop.gr/modules/document/file.php/SEP187/BI%CE%92%CE%9B%CE%99%CE%91%20%CE%9C%CE%95%CE%98%CE%9F%CE%94%CE%9F%CE%9B%CE%9F%CE%93%CE%99%CE%91%CE%A3/Babbie_The_Practice_of_Social_Research.pdf

- Badiozaman, I. F. A., Leong, H. J., & Jikus, O. (2019). Students' perception and use of English in higher education institutions. *Journal of Applied Research in Higher Education*, 11(1), 36–49. <https://doi.org/10.1108/jarhe-07-2018-0113>
- Bai, B., & Wang, J. (2020). The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements. *Language Teaching Research*, 27(1), 136216882093319. <https://doi.org/10.1177/1362168820933190>
- Bailey, D., Almusharraf, N., & Hatcher, R. (2020). Finding satisfaction: intrinsic motivation for synchronous and asynchronous communication in the online language learning context. *Education and Information Technologies*, 26. <https://doi.org/10.1007/s10639-020-10369-z>
- Barrot, J. S. (2021). Social media as a language learning environment: A systematic review of the literature (2008-2019). *Computer Assisted Language Learning*, 35(9), 1–29. <https://doi.org/10.1080/09588221.2021.1883673>
- Barton, B. A., Adams, K. S., Browne, B. L., & Arrastia-Chisholm, M. C. (2018). The effects of social media usage on attention, motivation, and academic performance. *Active Learning in Higher Education*, 22(1), 146978741878281. <https://doi.org/10.1177/1469787418782817>
- Bassett, R. E., Whittington, N., & Staton-Spicer, A. (1978). Assessing communication literacy. *Communication Education*, 27(4), 293–303. <https://doi.org/10.1080/03634527809378312>
- Berewot, J., & Fibra, A. (2020). WhatsApp messenger among higher education students: A study on WhatsApp messenger usage for project learning. *Journal of Physics: Conference Series*, 1477, 042018. <https://doi.org/10.1088/1742-6596/1477/4/042018>
- Boahene, K. O., Fang, J., & Sampong, F. (2019). Social media usage and tertiary students'

- academic performance: Examining the influences of academic self-efficacy and innovation characteristics. *Sustainability*, 11(8), 2431.
<https://doi.org/10.3390/su11082431>
- Cai, Y., Zuo, Q., & Ge, Q. (2025). Examining the association between boredom and English achievement in the contexts of self-efficacy and English proficiency levels: A perspective combining the control-value theory and the island ridge curve. *System*, 133, 103764–103764. <https://doi.org/10.1016/j.system.2025.103764>
- Cao, X., Tian, J., Wang, K., & Wang, L. (2023). Exploring foreign language learning motivation. *Communications in Humanities Research*, 3, 841–846. <https://doi.org/10.54254/2753-7064/3/2022746>
- Che Wan Ibrahim, C. W. I. R. (2018). Social media tools for informal language learning: A comprehensive theoretical framework. *Asian Social Science*, 14(4), 46.
<https://doi.org/10.5539/ass.v14n4p46>
- Chen, J. C. C., & Kent, S. (2020). Task engagement, learner motivation and avatar identities of struggling English language learners in the 3D virtual world. *System*, 88, 102168.
<https://doi.org/10.1016/j.system.2019.102168>
- Chowdhury, E. K. (2024). Examining the benefits and drawbacks of social media usage on academic performance: A study among university students in Bangladesh. *Journal of Research in Innovative Teaching & Learning*. <https://doi.org/10.1108/jrit-07-2023-0097>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Allyn & Bacon.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

- Daif-Allah, A. S., & Aljumah, F. H. (2020). Differences in motivation to learning English among Saudi university students. *English Language Teaching*, 13(2), 63.
<https://doi.org/10.5539/elt.v13n2p63>
- David, L., & Weinstein, N. (2023). Using technology to make learning fun: Technology use is best made fun and challenging to optimize intrinsic motivation and engagement. *European Journal of Psychology of Education*, 39. <https://doi.org/10.1007/s10212-023-00734-0>
- Davis, W. S. (2020). Encouraging continued university foreign language study: A self-determination theory perspective on programme growth. *The Language Learning Journal*, 1–16. <https://doi.org/10.1080/09571736.2020.1740768>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior* (1st ed.). Springer US. <https://doi.org/10.1007/978-1-4899-2271-7>
- Delos Santos, K. V. (2022). Journal of world Englishes and educational practices. *Social Media Platforms as Pedagogical Tools in Language Acquisition*. <https://doi.org/10.32996/jweep>
- Desta, M. A., Workie, M. B., Bayable, D., Denku, C. Y., & Berhanu, M. S. (2021). Social media usage in improving English language proficiency from the viewpoint of medical students. *Advances in Medical Education and Practice*, 12, 519–528.
<https://doi.org/10.2147/amep.s310181>
- Domenico, S. I. D., & Ryan, R. M. (2017). The emerging neuroscience of intrinsic motivation: A new frontier in self-determination research. *Frontiers in Human Neuroscience*, 11(145).
<https://doi.org/10.3389/fnhum.2017.00145>
- Dorfman-Furman, G. (2024). Academy's role in fostering lifelong learning and self-development in a knowledge-based society. *Academy's Role in Fostering Lifelong Learning and Self-*

- Development in a Knowledge-Based Society.*
<https://doi.org/10.1109/edunine60625.2024.10500529>
- Dragseth, M. R. (2019). Building student engagement through social media. *Journal of Political Science Education*, 16(2), 1–14. <https://doi.org/10.1080/15512169.2018.1550421>
- Fang, W. C., Yeh, H. C., Luo, B. R., & Chen, N. S. (2020). Effects of mobile-supported task-based language teaching on EFL students' linguistic achievement and conversational interaction. *ReCALL*, 33(1), 71–87. <https://doi.org/10.1017/s0958344020000208>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.
<https://doi.org/10.9734/AJESS/2020/v10i430273>
- Fu, N., Li, G., Sun, Y., & Zhao, Z. (2022). A study on motivational strategies of adult second language acquisition from the perspective of TESOL teaching. *Advances in Social Science, Education and Humanities Research*.
<https://doi.org/10.2991/assehr.k.220704.045>
- Gamlo, N. (2019). The impact of mobile game-based language learning apps on EFL learners' motivation. *English Language Teaching*, 12(4), 49. <https://doi.org/10.5539/elt.v12n4p49>
- Gardner, R. C. (2004). *Attitude/Motivation test battery: International AMTB research project*.
<https://publish.uwo.ca/~gardner/docs/englishamtb.pdf>
- Gass, S., Loewen, S., & Plonsky, L. (2020). Coming of age: The past, present, and future of quantitative SLA research. *Language Teaching*, 54, 1–14.
<https://doi.org/10.1017/s0261444819000430>
- Ghimire, N. B. (2024). *View of five facets for effective English language teaching*. Nepjol.info.
<https://www.nepjol.info/index.php/jong/article/view/26604/22018>

- Gilal, F. G., Zhang, J., Gilal, R. G., & Gilal, N. G. (2020). Integrating intrinsic motivation into the relationship between product design and brand attachment: A cross-cultural investigation based on self-determination theory. *European Journal of International Management*, 14(1), 1. <https://doi.org/10.1504/ejim.2020.103800>
- Gittelman, S., Lange, V., Cook, W. A., Frede, S. M., Lavrakas, P. J., Pierce, C., & Thomas, R. K. (2015). Accounting for social-desirability bias in survey sampling. *Journal of Advertising Research*, 55(3), 242–254. <https://doi.org/10.2501/jar-2015-006>
- Guay, F. (2021). Applying self-determination theory to education: Regulations types, psychological needs, and autonomy supporting behaviors. *Canadian Journal of School Psychology*, 37(1), 75–92. <https://doi.org/10.1177/08295735211055355>
- Güliz, N., & Başak, B. (2018). Intrinsic and extrinsic motivations of social media use: College students perspective. *The Online Journal of Quality in Higher Education*, 5(3). <https://tojqi.net/journals/tojqih/articles/v05i03/v05i03-10.pdf>
- Gulzar, M. A., Ahmad, M., Hassan, M., & Rasheed, M. I. (2021). How social media use is related to student engagement and creativity: Investigating through the lens of intrinsic motivation. *Behaviour & Information Technology*, 41(11), 1–11. <https://doi.org/10.1080/0144929x.2021.1917660>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). Sage. https://eli.johogo.com/Class/CCU/SEM/_A%20Primer%20on%20Partial%20Least%20Squares%20Structural%20Equation%20Modeling_Hair.pdf
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial least squares structural equation modeling (PLS-SEM) using R: A workbook*. Springer.

- Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the Academy of Marketing Science*, 40(3), 414–433. <https://doi.org/10.1007/s11747-011-0261-6>
- Hair, J., & Alamer, A. (2022). Partial least squares structural equation modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. *Research Methods in Applied Linguistics*, 1(3). <https://doi.org/10.1016/j.rmal.2022.100027>
- Hamadeh, W., Bahous, R., Diab, R., & Nabhani, M. (2020). Using social media to enhance second language learning. *Computer-Assisted Language Learning Electronic Journal*, 21(2), 132–149. <https://old.callej.org/journal/21-2/Hamadeh-Bahous-Diab-Nabhani2020.pdf>
- Hamat, A., & Abu Hassan, H. (2019). Use of social media for informal language learning by Malaysian university students. *3L the Southeast Asian Journal of English Language Studies*, 25(4), 68–83. <https://doi.org/10.17576/31-2019-2504-05>
- Han, S. (2022). Flipped classroom: Challenges and benefits of using social media in English language teaching and learning. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.996294>
- Harji, M. B., Balakrishnan, K., Bhar, S. K., & Letchumanan, K. (2015). Vocabulary levels and size of Malaysian undergraduates. *English Language Teaching*, 8(9). <https://doi.org/10.5539/elt.v8n9p119>
- Harrolle, M. G., & Moretz, J. L. (2010). Intrinsic and extrinsic motivation. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 25(1), 116–122. <https://doi.org/10.1080/1937156x.2010.11949659>
- Hasan, H., Lai, C. C., Ibrahim, I. S., Awang Ahmad, S., & Meri, A. (2022). The impact on usage

- of social media on academic performance among university students in Sabah – A conceptual paper. *International Journal of Law, Government and Communication*, 7(30), 42–50. <https://doi.org/10.35631/ijlgc.730005>
- Hassan, H., Hariri, N. A., & Khan, K. (2019). Enhancing intrinsic motivation to learn in adults: Empowering ESL students. *International Journal of English Linguistics*, 10(1), 81. <https://doi.org/10.5539/ijel.v10n1p81>
- Hazzi, O., & Maldaon, I. (2015). A pilot study: Vital methodological issues. *Business: Theory and Practice*, 16(1), 53–62. <https://doi.org/10.3846/btp.2015.437>
- He, L., & Li, C. (2023). Continuance intention to use mobile learning for second language acquisition based on the technology acceptance model and self-determination theory. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1185851>
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. *Advances in International Marketing*, 20(20), 277–319.
- Hiew, W., Tibok, R. P., Ngui, W., Gabda, D., & Suyansah, Q. (2021). Science graduate employability and English language proficiency: Findings from a Malaysian public university. *International Journal of Learning, Teaching and Educational Research*, 20(7), 23–43. <https://doi.org/10.26803/ijlter.20.7.2>
- Hosen, M., Ogbeibu, S., Giridharan, B., Cham, T.-H., Lim, W. M., & Paul, J. (2021). Individual motivation and social media influence on student knowledge sharing and learning performance: Evidence from an emerging economy. *Computers & Education*, 172(1), 104262. <https://doi.org/10.1016/j.compedu.2021.104262>
- Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges

- and opportunities for educators. *Social Sciences & Humanities Open*, 9, 100781.
<https://doi.org/10.1016/j.ssaho.2023.100781>
- Hruska, J., & Maresova, P. (2020). Use of social media platforms among adults in the United States—behavior on social media. *Societies*, 10(1), 27.
<https://doi.org/10.3390/soc10010027>
- Hsieh, H. C., & Hsieh, H. L. (2019). Undergraduates' out-of-class learning: Exploring EFL students' autonomous learning behaviors and their usage of resources. *Education Sciences*, 9(3), 159. <https://doi.org/10.3390/educsci9030159>
- Iliyas, S. M. M., Jenal, N., Taib, S. A., Saleh, N. S., Sa'adan, N., Noorezam, M., & Rahmat, N. H. (2023). The influence of online environment on learners' behaviour and learning environment. *International Journal of Academic Research in Business & Social Sciences*, 13(6). <https://doi.org/10.6007/ijarbss/v13-i6/17113>
- Jiang, L., Huang, S., Yuhan, S., Vijayaratnam, P., & Deng, P. (2023). Quality education: A study on the factors influencing enjoyment of learning English among higher educational institution students. *Migration Letters*, 20(S3), 54–62.
<https://doi.org/10.59670/ml.v20iS3.3755>
- Jiang, S., & Zhao, H. (2025). Learning English vocabulary via Instagram or YouTube: Surveying the impacts on motivation, growth mindfulness, willingness to communicate, and enjoyment from the lens of self-determination theory. *Learning and Motivation*, 89, 102089. <https://doi.org/10.1016/j.lmot.2024.102089>
- Juliana, R. (2021). WhatsApp and English learning: Students' perceptions and challenges in pandemic era. *Journal of Linguistics, Literature and Language Teaching*, 7(1), 52–61.
<https://doi.org/10.32505/jl3t.v7i1.2803>

- Kacetl, J., & Klímová, B. (2019). Use of smartphone applications in English language learning—a challenge for foreign language education. *Education Sciences*, 9(3), 179.
<https://doi.org/10.3390/educsci9030179>
- Kashefian-Naeeni, S., Shokrpour, N., & Pakdel, F. (2024). Optimizing EFL learning: Exploring the role of learner background factors and the nuances of their effects on intrinsic and extrinsic motivation among university students in a mixed-methods study. *BMC Psychology*, 12(1). <https://doi.org/10.1186/s40359-024-02034-8>
- Król, K., & Zdonek, D. (2020). Social media use and its impact on intrinsic motivation in generation Z: A case study from Poland. *Global Knowledge, Memory and Communication*, 70(4), 442–458. <https://doi.org/10.1108/gkmc-08-2020-0113>
- Lambton-Howard, D., Kiaer, J., & Kharrufa, A. (2020). “Social media is their space”: Student and teacher use and perception of features of social media in language education. *Behaviour & Information Technology*, 40(16), 1–16.
<https://doi.org/10.1080/0144929x.2020.1774653>
- Le, X. C. (2022). Propagation of information-sharing in social media: The perspective of intrinsic and extrinsic cues. *VINE Journal of Information and Knowledge Management Systems*, 54(5). <https://doi.org/10.1108/vjikms-01-2022-0006>
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches* (2nd ed.). Guilford Press, Cop.
http://61.2.46.60:8088/jspui/bitstream/123456789/2157/1/Research%20Design_%20Quantitative%2C%20Qualitative%2C%20Mixed%20Methods%2C%20Arts-Based%2C%20and%20Community-Based%20Participatory%20Research%20Approaches%20%28%20PDFDrive%20%29%20.pdf

20%281%29.pdf

- Lee, J. S., & Lee, K. (2020). The role of informal digital learning of English and L2 motivational self-system in foreign language enjoyment. *British Journal of Educational Technology*, 52(1), 358–373. <https://doi.org/10.1111/bjet.12955>
- Lee, Y., Lee, J., & Hwang, Y. (2015). Relating motivation to information and communication technology acceptance: Self-determination theory perspective. *Computers in Human Behavior*, 51, 418–428. <https://doi.org/10.1016/j.chb.2015.05.021>
- Legault, L. (2016). Intrinsic and extrinsic motivation. *ResearchGate*.
https://www.researchgate.net/publication/311692691_Intrinsic_and_Extrinsic_Motivation
- Li, H. (2021). The contextual factors on English listening test. *Learning & Education*, 9(4).
<https://doi.org/10.18282/l-e.v9i4.1672>
- Li, L., & Shaidatul Akma Adi Kasuma. (2024). Fostering autonomy: A perception study on self-directed English listening activities among Chinese EFL undergraduate learners. *International Journal of Language, Literacy and Translation*, 7(1), 65–82.
<https://doi.org/10.36777/ijollt2024.7.1.099>
- Lim, G. F. C., Zakaria, N., Abdullah Zawawi, N. A. W., & Nur Ainil Sulaiman. (2023). Investigating the roles of social media on attitudes of secondary school English language learners. *International Journal of Academic Research in Progressive Education and Development*, 12(3). <https://doi.org/10.6007/ijarped/v12-i3/19328>
- Liu, I-Fan. (2020). The impact of extrinsic motivation, intrinsic motivation, and social self-efficacy on English competition participation intentions of pre-college learners: Differences between high school and vocational students in Taiwan. *Learning and*

- Motivation*, 72, 101675. <https://doi.org/10.1016/j.lmot.2020.101675>
- Locke, E. A., & Schattke, K. (2019). Intrinsic and extrinsic motivation: Time for expansion and clarification. *Motivation Science*, 5(4). <http://dx.doi.org/10.1037/mot0000116>
- Luhanga, U., & Harbaugh, A. G. (2021). *Basic elements of survey research in education: Addressing the problems your advisor never told you about* (pp. 193–210). Information Age Publishing, Inc.
- Lussier, A. A., Schuurmans, I. K., Großbach, A., MacIsaac, J., Dever, K., Koen, N., Zar, H. J., Stein, D. J., Kobor, M. S., & Dunn, E. C. (2024). Technical variability across the 450K, epicv1, and epicv2 DNA methylation arrays: Lessons learned for clinical and longitudinal studies. *Clinical Epigenetics*, 16(1). <https://doi.org/10.1186/s13148-024-01761-4>
- Ma, L., Du, X., & Liu, J. (2018). Intrinsic and extrinsic value for English learning: Mediation effects of self-efficacy in Chinese EFL context. *Chinese Journal of Applied Linguistics*, 41(2), 150–168. <https://doi.org/10.1515/cjal-2018-0009>
- Malik, M. J., Ahmad, M., Kamran, M. R., Aliza, K., & Elahi, M. Z. (2020). Student use of social media, academic performance, and creativity: The mediating role of intrinsic motivation. *Interactive Technology and Smart Education*, 17(4), 403–415. <https://doi.org/10.1108/itse-01-2020-0005>
- Maness, J. M. (2008). A linguistic analysis of chat reference conversations with 18–24-year-old college students. *The Journal of Academic Librarianship*, 34(1), 31–38. <https://doi.org/10.1016/j.acalib.2007.11.008>
- Mehmood, A., Irfan, I., & Hussain, M. S. (2023). Social media influence on Pakistani youth's linguistic expressions: A predictive study of resultant changes. *Journal of Education and Social Studies*, 4(1), 127–135. <https://doi.org/10.52223/jess.20234113>

- Melkonyan, A., & Matevosyan, A. (2020). Technology-assisted foreign language learning (TALL) in the digital age. *SHS Web of Conferences*, 88, 02005.
<https://doi.org/10.1051/shsconf/20208802005>
- Mhalla, M., Jiang, Y., & Nasiri, A. (2020). Video-Sharing apps business models: TikTok case study. *International Journal of Innovation and Technology Management*, 17(7).
<https://doi.org/10.1142/s0219877020500509>
- Mondahl, M., & Razmerita, L. (2014). View of social media, collaboration and social learning: A case-study of foreign language learning. *The Electronic Journal of E-Learning*, 12(4).
<https://academic-publishing.org/index.php/ejel/article/view/1703/1666>
- Muftah, M. (2022). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*, 8(1). <https://doi.org/10.1108/prr-10-2021-0060>
- Nevisi, R. B., & Farhani, A. (2022). Motivational factors affecting Iranian English as a foreign language (EFL) learners' learning of English across differing levels of language proficiency. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.869599>
- Niu, L. (2017). Using Facebook for academic purposes: Current literature and directions for future research. *Journal of Educational Computing Research*, 56(8), 1384–1406.
<https://doi.org/10.1177/0735633117745161>
- Ogburn, E. L., Sofrygin, O., Díaz, I., & Van, M. J. (2022). Causal inference for social network data. *Journal of the American Statistical Association*, 119(545), 1–15.
<https://doi.org/10.1080/01621459.2022.2131557>
- Pan, X. (2020). Technology acceptance, technological self-efficacy, and attitude toward technology-based self-directed learning: Learning motivation as a mediator. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.564294>

- Peng, A., & Patterson, M. M. (2021). Relations among cultural identity, motivation for language learning, and perceived English language proficiency for international students in the United States. *Language, Culture and Curriculum*, 1–16.
<https://doi.org/10.1080/07908318.2021.1938106>
- Petursdottir, A. I., & Mellor, J. R. (2016). Reinforcement contingencies in language acquisition. *Policy Insights from the Behavioral and Brain Sciences*, 4(1), 25–32.
<https://doi.org/10.1177/2372732216686083>
- Phal, C., On, S., Kheang, T., & Srim, S. (2025). Students' perceptions of intrinsic and extrinsic motivation on academic performance: A survey study at a Cambodian provincial university. *Cambodian Journal of Educational and Social Sciences*, 2(1), 67–90.
<https://doi.org/10.69496/cjess.v2i1.47>
- Pitaloka, N. L., Anggraini, H. W., & Sari, A. (2020). *Social media for learning English: The views of pre-service EFL teachers*. Proceedings of the 4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020), 513.
<https://doi.org/10.2991/assehr.k.201230.133>
- Quynh, T. (2023). The role of social media in academic motivation and engagement: A case study of undergraduate students in Vietnam. *International Journal of Social Science Education Research Studies*, 3(7). <https://doi.org/10.55677/ijssers/v03i7y2023-32>
- Ramzan, M., Javaid, Z. K., & Fatima, M. (2023). Empowering ESL students: Harnessing the potential of social media to enhance academic motivation in higher education. *Global Digital & Print Media Review*, 6(2). [https://doi.org/10.31703/gdpmr.2023\(VI-II\).15](https://doi.org/10.31703/gdpmr.2023(VI-II).15)
- Rautela, S., & Singhal, T. K. (2020). Deconstructing the seven cs of social media: A summative perspective. *International Journal of Interactive Mobile Technologies*, 14(3), 179.

- <https://doi.org/10.3991/ijim.v14i03.10490>
- Rode, H. (2016). To share or not to share: The effects of extrinsic and intrinsic motivations on knowledge-sharing in enterprise social media platforms. *Journal of Information Technology*, 31(2), 152–165. <https://doi.org/10.1057/jit.2016.8>
- Roemer, E., Schuberth, F., & Henseler, J. (2021). HTMT2—an improved criterion for assessing discriminant validity in structural equation modeling. *Industrial Management & Data Systems*, 121(12), 2637–2650. <https://doi.org/10.1108/imds-02-2021-0082>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
<https://www.sciencedirect.com/science/article/pii/S0361476X99910202>
- Ryan, R. M., & Deci, E. L. (2017). Self-Determination theory: Basic psychological needs in motivation, development, and wellness. *Guilford Press*.
<https://doi.org/10.1521/978.14625/28806>
- Ryan, R. M., & Deci, E. L. (2019). Brick by brick: The origins, development, and future of self-determination theory. *Advances in Motivation Science*, 6, 111–156.
<https://doi.org/10.1016/bs.adms.2019.01.001>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(1), 1–11. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Saeed, A. T., & Al-Salman, S. (2020). Context-Based interpretation of subordinating conjunctions in communication. *Languages*, 5(4), 62.
<https://doi.org/10.3390/languages5040062>
- Saiding, A., Quirk, M., Xie, Y. Q., Huang, Q. H., & Chen, C. (2024). *Extrinsic vs. intrinsic*

motivation: Navigating the moderating role of academic motivation among social media addiction and academic burnout among university students. SSRN.

Salamonson, Y., Glew, P. J., Ramjan, L. M., Jefferies, D., Maneze, D., Crook, B., & Everett, B.

(2021). Psychometric evaluation of the 11-item English language usage scale in commencing nursing students. *Nurse Education Today*, 96, 104599.

<https://doi.org/10.1016/j.nedt.2020.104599>

Salehpour, G., & Roohani, A. (2020). Relationship between intrinsic/extrinsic motivation and L2

speaking skill among Iranian male and female EFL learners. *Bellaterra Journal of Teaching & Learning Language & Literature*, 13(1), 43.

<https://doi.org/10.5565/rev/jtl3.803>

Sansone, C., & Tang, Y. (2021). Intrinsic and extrinsic motivation and self-determination theory.

Motivation Science, 7(2), 113–114. <https://doi.org/10.1037/mot0000234>

Sarstedt, M., Hair, J. F., Pick, M., Liengaard, B. D., Radomir, L., & Ringle, C. M. (2022).

Progress in partial least squares structural equation modeling use in marketing research in the last decade. *Psychology & Marketing*, 39(5). <https://doi.org/10.1002/mar.21640>

Sarstedt, M., Ringle, C. M., & Hair, J. F. (2017). Partial least squares structural equation

modeling. *Handbook of Market Research*, 1–40. https://doi.org/10.1007/978-3-319-05542-8_15-1

Shadiev, R., & Wang, X. (2022). A review of research on technology-supported language

learning and 21st century skills. *Frontiers in Psychology*, 13.

<https://doi.org/10.3389/fpsyg.2022.897689>

Shan, Y. (2020). Whether successful language learners require intrinsic motivation. *Open*

Journal of Modern Linguistics, 10(5), 549–559.

- <https://doi.org/10.4236/ojml.2020.105031>
- Shen, J. (2021). A review of the effectiveness of foreign language enjoyment and foreign language classroom anxiety on learners' engagement and attainment. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.749284>
- Shen, Y., Zhang, S., & Xin, T. (2020). Extrinsic academic motivation and social media fatigue: Fear of missing out and problematic social media use as mediators. *Current Psychology*, 41. <https://doi.org/10.1007/s12144-020-01219-9>
- Sirivedin, P., Soopunyo, W., Srisuantang, S., & Wongsothorn, A. (2018). Effects of Facebook usage on English learning behavior of Thai English teachers. *Kasetsart Journal of Social Sciences*, 39(2), 183–189. <https://doi.org/10.1016/j.kjss.2018.03.007>
- Sivagnanam, S., & Yunus, M. M. (2020). Utilizing social media in vocabulary enhancement among primary ESL learners. *Universal Journal of Educational Research*, 8(2), 490–498. <https://doi.org/10.13189/ujer.2020.080220>
- Sivakumar, A., Jayasingh, S., & Shaik, S. (2023). Social media influence on students' knowledge sharing and learning: An empirical study. *Education Sciences*, 13(7), 745. <https://doi.org/10.3390/educsci13070745>
- Subakthiasih, P., & Putri, I. G. A. V. W. (2020). An analysis of students' motivation in studying English during Covid-19 pandemic. *Linguistic, English Education and Art Journal*, 4(1), 126–141. <https://doi.org/10.31539/leea.v4i1.1728>
- Sun, Y., & Gao, F. (2019). An investigation of the influence of intrinsic motivation on students' intention to use mobile devices in language learning. *Educational Technology Research and Development*, 68(3), 1181–1198. <https://doi.org/10.1007/s11423-019-09733-9>
- Suprato, D. (2020). *Maximizing social media application for students in learning English*.

- Proceedings of the 4th International Conference on Learning Innovation and Quality Education. <https://doi.org/10.1145/3452144.3452178>
- Suwartono, T., & Stapa, S. H. (2022). College students' motivation and attitudes towards learning english as a global language: Perspectives from Indonesia and Malaysia. *Kasetsart Journal of Social Sciences*, 43(2). <https://doi.org/10.34044/j.kjss.2022.43.2.11>
- Suyansah, Q., & Gabda, D. (2020). An analysis of the effect of English proficiency towards students' academic performance in university of Malaysia Sabah. *Universal Journal of Educational Research*, 8(3), 83–88. <https://doi.org/10.13189/ujer.2020.081510>
- Talaue, G. M., AlSaad, A., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4), 27–35. <https://doi.org/10.5121/ijait.2018.8503>
- Teng, C., Heydarnejad, T., Hasan, Md. K., Omar, A., & Sarabani, L. (2022). Mobile assisted language learning in learning English through social networking tools: An account of Instagram feed-based tasks on learning grammar and attitude among English as a foreign language learners. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1012004>
- Teoh, G. B. S., Liau, A. W. L., & Belaja, K. (2013). Challenges faced by distance learners to learn the English language at the school of distance education, Universiti Sains Malaysia. *Malaysian Journal of Distance Education*, 15(1), 43–53. http://mjde.usm.my/vol15_1_2013/4_MJDE15_1.pdf
- Teravainen-Goff, A. (2022). Why motivated learners might not engage in language learning: An exploratory interview study of language learners and teachers. *Language Teaching*

- Research*, 29(6), 136216882211353. <https://doi.org/10.1177/13621688221135399>
- Tuck, A. B., & Thompson, R. J. (2023). The social media use scale: Development and validation. *Assessment*, 31(3), 10731911231173080. <https://doi.org/10.1177/10731911231173080>
- Tufail, S., Rubab, I., & Hussain, S. (2021). An investigation of ESL students' perceptions on the use of social networking applications to increase motivation and vocabulary development. *Pakistan Social Sciences Review*, 5(4), 665–674. [https://doi.org/10.35484/pssr.2021\(5-iv\)50](https://doi.org/10.35484/pssr.2021(5-iv)50)
- Uccelli, P., Dobbs, C. L., & Scott, J. (2012). Mastering academic language. *Written Communication*, 30(1), 36–62. <https://doi.org/10.1177/0741088312469013>
- UTAR. (2024). Universiti Tunku Abdul Rahman. [Utar.edu.my](http://utar.edu.my). <https://utar.edu.my/Introduction.php>
- Vakilifard, A., Khaleghizadeh, S., & Golpour, L. (2021). The investigation of integrative, instrumental, intrinsic and extrinsic motivation of language learners in the foreign settings. *Journal of English Language Teaching and Learning*, 13(27), 417–443. <https://doi.org/10.22034/elt.2021.43130.2324>
- Weng, X., & Chiu, T. K. F. (2023). Instructional design and learning outcomes of intelligent computer assisted language learning: Systematic review in the field. *Computers and Education: Artificial Intelligence*, 4, 100117. <https://doi.org/10.1016/j.caeai.2022.100117>
- Wijisman, L. A., Saab, N., Schuitema, J., Driel, J. H. van, & Westenberg, P. M. (2018). Promoting performance and motivation through a combination of intrinsic motivation stimulation and an extrinsic incentive. *Learning Environments Research*, 22(1), 65–81. <https://doi.org/10.1007/s10984-018-9267-z>
- Xie, X., Nimehchisalem, V., Yong, M. F., & Yap, N. T. (2024). Malaysian students' perceptions

- towards using peer feedback to cultivate evaluative judgement of argumentative writing. *Arab World English Journal*, 15(1). <https://dx.doi.org/10.24093/awej/vol15no1.19>
- Yaakop, M. R., Idris, A., & Taib, R. (2020). Problems with learning English in a national university: Inbuilt capacity or national policy? *International Journal of Asian Social Science*, 10(12), 715–720. <https://doi.org/10.18488/journal.1.2020.1012.715.720>
- Yacob, N. S., & Yunus, M. M. (2019). Students' perspectives on challenges and solutions to learning English in Malaysian ESL context. *Journal of Language and Communication*, 6(2), 487–496.
- Yadav, M. S. (2021). Role of social media in English language learning to the adult learners. *International Journal of Linguistics, Literature and Translation*, 4(1), 238–247. <https://doi.org/10.32996/ijllt.2021.4.1.25>
- Zainal, Z., & Rahmat, N. H. (2020). Social media and its influence on vocabulary and language learning: A case study. *European Journal of Education Studies*, 7(11). <https://doi.org/10.46827/ejes.v7i11.3331>
- Zhang, B., & Shao, X. (2021). A study of Chinese college students' English learning motivation. *Open Journal of Social Sciences*, 9(7), 273–279. <https://doi.org/10.4236/jss.2021.97019>
- Zhang, Y. (2010). On the influential elements of English study. *Asian Social Science*, 6(3). <https://doi.org/10.5539/ass.v6n3p122>
- Zhou, Y. (2021). *Impacts of social media on language learning: A review of literature*. Atlantis Press; Atlantis Press SARL. <https://doi.org/10.2991/assehr.k.211220.128>

Appendices

Appendix A

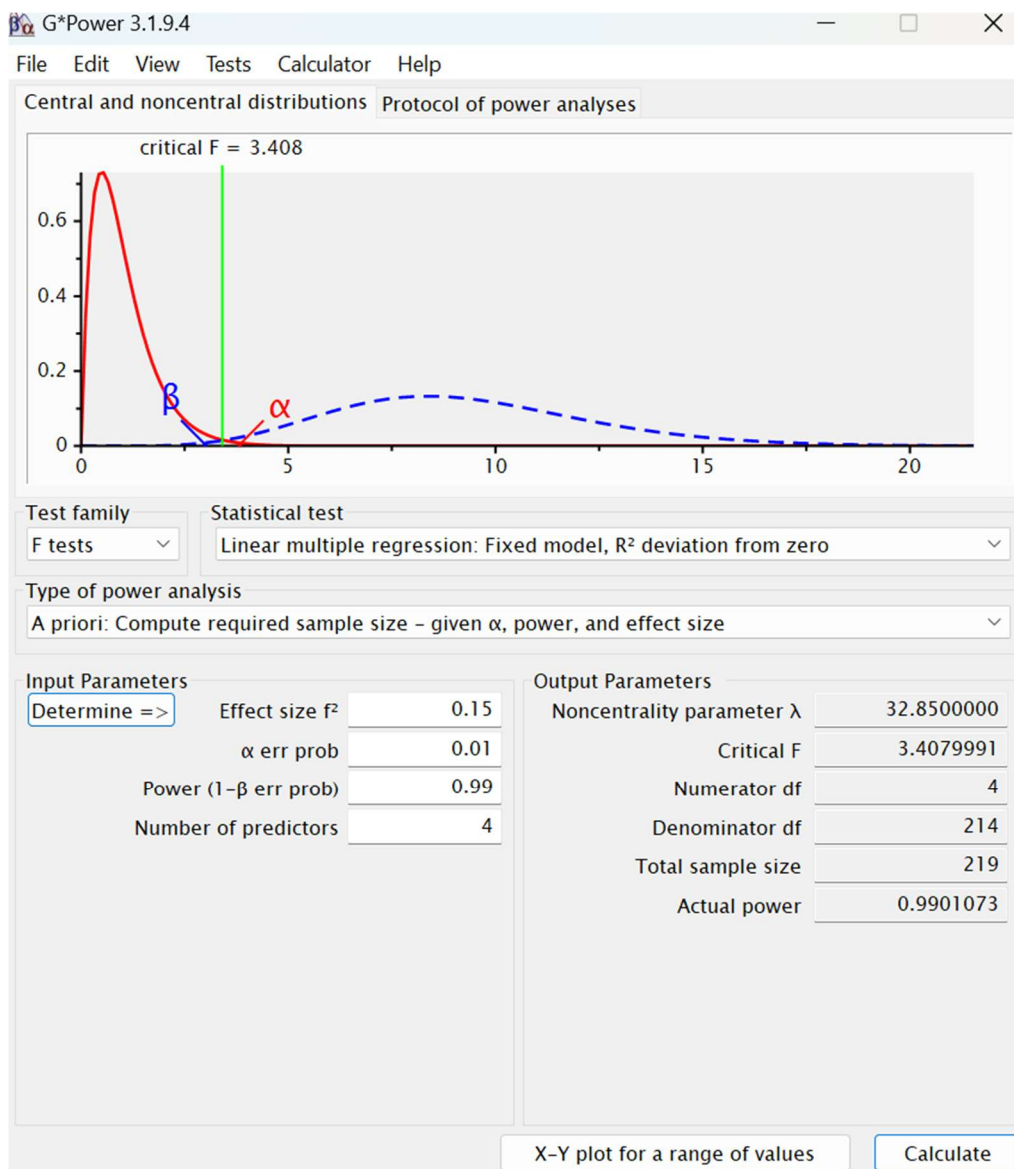
Sample Size Calculation

Table 1: Table for Determining Sample Size for a Finite Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.— N is population size. S is sample size.

Source: Krejcie & Morgan, 1970



Appendix B

Social Media Usage Scale (SMUS)

Social Media Use Scale (SMUS)

Directions. Please indicate how frequently you have engaged in each of the following social media activities in the PAST WEEK (7 days). Please only include activities engaged in on social networking sites such as Instagram and Facebook. Do *not* include activities related to direct messaging such as Facebook Messenger and Instagram direct messages. For each activity, please use the following scale:

Never	1–2 times per week	3–4 times per week	5–6 times per week	Once daily	2–5 times daily	6–9 times daily	10–13 times daily	Hourly or more
1	2	3	4	5	6	7	8	9

- _____ 1. Made/shared a post or story about something positive that was personally about me
- _____ 2. Looked at how many people liked, commented on, shared my content, or followed/friended me
- _____ 3. Read comments to my own content
- _____ 4. Edited and/or deleted my own social media content
- _____ 5. Played with photo filtering/photo editing
- _____ 6. Compared my body or appearance to others'
- _____ 7. Compared my life or experiences to others'
- _____ 8. Reminisced about the past
- _____ 9. Made/shared a post or story about something negative that was personally about me
- _____ 10. Made/shared a post or story about something negative that was NOT personally about me
- _____ 11. Commented unsupportively or disliked/"reacted" unsupportively on other's post(s)
- _____ 12. Sought out content that I morally or ethically disagreed with
- _____ 13. Scrolled aimlessly through my feed(s)
- _____ 14. Looked at others' stories
- _____ 15. Navigated to others' profiles in my social network (e.g., friends or friends of friends)
- _____ 16. Navigated to others' pages who I do not know (e.g., influencers or other famous people)
- _____ 17. Watched videos such as memes, news content, and how-tos/recipes.

Scoring Instructions. Items should be presented in random order. There are four social media use subscales. The items for each subscale should be averaged. There are no reverse-keyed items.

Image-Based (5 items): 1, 2, 3, 4, 5

Comparison-Based (3 items): 6, 7, 8

Belief-Based (4 items): 9, 10, 11, 12

Consumption-Based (5 items): 13, 14, 15, 16, 17

Appendix C

Intrinsic Motivation Scale

Table 3: Intrinsic Motivation Items

Item	Mean	Std. Deviation	N
1. Learning English is a good self-development	4.69	.467	36
2. Learning English will allow me to converse with more varied people	4.64	.543	36
3. I learn English in order to improve my English language skills	4.58	.554	36
4. Learning English will allow me to be more at ease with English speaker	4.58	.500	36
5. Learning English will enable me to be better to understand and appreciate English literature	4.64	.543	36
6. Learning English allows me to participate more freely in the activities of other culture groups	4.58	.500	36
7. I learn English because it is something that I always want to do	4.53	.696	36
8. I study English because I enjoy learning it	4.61	.599	36
9. I feel more confident in learning English	4.53	.774	36
10. I make full use of my time to learn English	4.11	1.090	36
11. I always look forward to the day when we have English class	4.06	.984	36
12. I would like to try to use the English which I have learned	4.50	.609	36
13. I hope we have more English lessons	4.36	.723	36
14. My English lecturer motivates me to learn English	4.14	.961	36

Appendix D

Extrinsic Motivation Scale

Table 5: Mean for Extrinsic Motivation Items

Item	Mean	Std. Deviation	N
15. Learning English is important for my future career	4.64	.543	36
16. Learning English is useful in getting a good job	4.58	.604	36
17. I learn English because I need it to further my studies in overseas	3.97	.941	36
18. I study English because I want to do well in my examination	4.33	.717	36
19. I need to learn English because it makes me more a knowledgeable person	4.11	.950	36
20. I learn English because I can contribute more to the society	4.11	.887	36
21. I need to learn English in order to finish my study	3.69	1.191	36
22. Learning English is important for me because other people will respect me more if I am good in English	3.17	1.444	36
23. I study English in order to please my family	2.44	1.423	36
24. I feel no one is really educated unless he/she is fluent in English	2.28	1.485	36
25. I will be punished if I don't do the homework	2.58	1.296	36

Al-Saggaf et al. (2020): Types of Motivation of TESL Students

26. I will get a better grade if I study English	3.81	1.117	36
27. I will be rewarded if I get a good grade in English subject	3.06	1.351	36
28. I study English to impress others or to avoid feelings of guilt or Failure	2.86	1.552	36

Appendix E

English Language Usage Scale (ELUS-11)

First half-split group: Factor loading of the ELUS-11 ($n = 550$).

Items	Communality	Factor Loading
One-factor solution (Eigenvalue: 7.52, Total explained variance: 65%)		
4. In which language(s) do you usually think? [General]	0.75	0.86
10. In which language(s) are you able to write information about events from memory without using a dictionary? [Writing]	0.72	0.85
1. In general, what language(s) do you speak? [Speaking]	0.71	0.84
8. When reading a passage, in which language(s) are you able to grasp the main ideas without referring to a dictionary? [Reading]	0.66	0.84
5. What language(s) do you usually speak with your friends? [Speaking]	0.70	0.82
3. What language(s) do you usually speak at home? [Speaking]	0.67	0.81
2. In general, what language(s) do you read? [Reading]	0.63	0.79
9. When taking notes at a presentation, in which language are you able to write quickly without errors? [Writing]	0.62	0.79
6. What language do you usually listen to news broadcasts (e.g. on TV, radio, internet)? [Listening]	0.62	0.79
11. In general, which language do you prefer to use? [General]	0.59	0.77
7. What language(s) do you usually watch movies without subtitles? [Listening]	0.51	0.72