

A Review Study on the Impact of Social Media on Motivation for Second Language Acquisition

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Abstract: The topic of the present study is the effect of social media on second language acquisition (SLA) motivation. The study summarises the results from prior studies that examined different social media sites and their impact on SLA motivation. Gardner's and Dornyei's models are among the various incentive theories highlighted in the paper. Additionally, it examines how social media platforms like Facebook and YouTube are divided into two categories: communication-based and display/comment-based. According to research using surveys, interviews, and quasi-experiments, social media sites like Instagram, YouTube, and WeChat can greatly increase language learners' motivation and engagement. To increase understanding, future studies should investigate platforms that have not received enough attention and use a wider range of research approaches.

1 INTRODUCTION

In the new era of rapid improvement of the Internet, social media, as one of the mainstream communication media, plays a significant role in daily life. Second Language Acquisition (SLA) is a challenging process that is influenced by a variety of different factors. Among them, motivation is one of the most important factors affecting the ability of second language learning, and the stronger the motivation, the more effort second language learners put in. Insufficient motivation can prevent second language learners from completing their learning tasks promptly and harm their learning progress. This paper takes 21 highly relevant articles and monographs on Google Scholar and CNKI from 2014 to 2024, in which "motivation for SLA," "social media," "Internet," and "motivation for SLA" in Chinese, English, and Japanese are the keywords, and use the specific social media platform as the research object, and contents related to second language motivation as the search criteria to review. The purpose of this paper is to review the previous literature, summarize the effects of different social media platforms on motivation in SLA, and provide an overview of the research methods used by past scholars to study SLA, as well as the related theories of motivation in second language learning. It points

out some aspects that the current research is still missing to a certain extent and directions in which scholars can continue to conduct experiments in the future.

2 THE RELEVANT THEORIES

2.1 A Review of Theoretical Developments in Motivation for Second Language Learning

First of all, what is motivation in SLA? Many scholars have already elaborated on it: according to Gardner, motivation consists of four components: Learning goals, learning efforts, desire to achieve learning goals and learning attitudes. Williams and Burden define motivation as "a state of cognitive and affective arousal" from the perspective of cognitivism and social constructivism. Williams, M. & Burden, R.P (2000) Dornyei viewed motivation as "the initiation of action in response to some need, and the continuation of that action until a goal is reached." Dornyei, on the other hand, regards motivation as a process in which "action is initiated in response to some need and is sustained until the goal is reached." Almost all the scholars mentioned the idea that "motivation is an inside-out force that inspires people

to act to achieve a goal Dornyei, 1998). Therefore, foreign language learning motivation can be considered as a two-part process consisting of the goal of learning a language and the continuous effort to achieve that goal.

2.2 Social Media

2.2.1 Definition of Social Media

Secondly, what is social media? As primates, it is almost human nature to share. The driving force behind the development of language in human beings is to exchange social information, which in turn expands the size of the group (Tom Standage, 2019). Moreover, with the development of society, the exchange of human intelligence began to be not only limited to oral transmission the creation of the Internet accelerated the exchange of information so that people's access to knowledge expanded. Lankshear & Knobel (2006) and Warshauer & Grimes (2007) both pointed out in their articles that the continuous innovation of Internet 2.0 technology, part of the areas began to expand along broadband and mobile accessibility and began to support new ways of social interaction. Reinhardt (2018) mentions in his paper that since the mid-2000s, social media, which technologies based on Internet 2.0 platforms and widely recognized, including blogs, Wikis, social networks such as Facebook, and social networking. Wikis, social networks such as Facebook, Twitter, and various other related platforms, services, and media technologies. Nations (2015) states that social media is a communication tool, and it enables people to communicate with each other through sharing and acquiring information. Above all, social media can be known as a platform and tool that netizens can use to share information like opinions, insights, experiences, and perspectives with others.

2.2.2 Classification of Social Media

Regarding the classification of social media, Onathon Reinhardt (2019), in his article, states that in the existing social media, the overall social media can be divided into two categories:

(1) Social media that focuses on displaying and commenting - the blog category: the current research on this type of media, the authors find

YouTube, Instagram, TikTok, Wikipedia, Twitter and WhatsApp.

(2) Social media that focus on communication - the communication category: the current studies on

this category the authors found are about Facebook and WeChat.

(3) The relationship between social media and second language motivation.

3 LITERATURE REVIEW

3.1 Summary of Research Methods Used in Social Media and Second Language Motivation Research

Meirbekov et al. (2024) used the survey method - questionnaire research tool in all their studies, which is quantitative research. These scholars used Instagram and TikTok to teach the English language, which can increase students' motivation and interest in learning. The survey showed that 418 participants from higher education believed that these social platforms could be used as an effective learning tool outside the classroom.

Lai et al. (2022) used a survey method, interview survey, which is qualitative research. These scholars interviewed 31 secondary school students of ethnic minorities who settled in Hong Kong to study the interactions as well as the dominant civilization through their daily usage of social media and their commitment to learning the language of the dominant civilization. The ideologies that have been shown of social media, settling circumstances, and the drivers of ethnic minorities' multilingual interactions with prevailing civilization on shared platforms have been responded to by the interview. Additionally, Ebadi et al. (2024) enrolled 102 users from Iran who learned English through Instagram and considered it a casual environment by stratified sampling according to age. The group consisted of 81 men and 21 women, with different proficiency levels in English, with the ages ranging between 16 and 62. A multi-method technique attaching quantitative/qualitative design was used for implementing the study. The quantitative phase involved using a correlational design to measure English language learners' involvement in language learning on Instagram through two questionnaires. i.e., whether or not they had a positive attitude towards contacting their English teachers on Instagram, including taking quizzes on what they had learned and receiving feedback from their teachers to indicate their L2 motivation. In addition, semi-structured interviews were implemented during the qualitative phase. The results showed that English language learners' engagement on Instagram and their motivation for L2

were both optimistic and crucial. Furthermore, the only factor that could predict learners' L2 motivation was cognitive engagement. The pedagogical significance of these findings for L2 learners and English teachers will be examined in the context of the literature.

Meirbekov et al. (2024) Kenichiro Ishizu. (2022), Zhang, Shan. (2021), Yeh, E., & Swinehart, N. (2022), Ma, J.B. & Ouyang, H.H. (2021), and Zeng, Gang, Wang, Y.H. & Tan, X.H. (2020) used the experimental method- quasi-experiment as a research tool, which is quantitative research. Among them is Kenichiro Ishizu. (2022) In Toyama Prefecture, Japan, 128 junior high school students were involved in this research and watched an unsubtitled YouTube video that lasted about 5 minutes. A comprehension exercise, pre- and post-viewing operations, and a questionnaire were included after the lesson. The results were evaluated using factor analysis, single linear regression, and mediation analysis. The findings indicated that teachers' proactive guidance to watch and effectively use YouTube videos in EFL classrooms would boost students' motivation to learn a second language, while watching YouTube videos without guidance or support would not directly increase their motivation. The findings also suggest that YouTube videos can be used effectively with middle school kids who aim to increase motivation, but due to the limitation of not analyzing the groups separately for providing equivalent access to chances of learning for every participant, the actual cause and effect of this study was not revealed.

Ariantini et al. (2021) used the documentary research method - meta-analysis and bibliographic method, which is quantitative research. The results of the study showed that Instagram was widely used to upload short videos and record messages, and this feature motivated students to speak in English. In addition, the interactive nature of Twitter promotes students' vocabulary development.

3.2 The Impact of Different Types of Social Media on the Motivation of SLA

3.2.1 The Effect of Display and Comment-Based social Media - Blogs Such as TikTok YouTube on Motivation for Second Language Learning

The following studies provide considerable evidence for display-based blogging social media: Kadek Puspa Ariantini and other scholars (2021) in their study pointed out that YouTube has been widely used

as a learning medium, and along with it, Instagram and Twitter have also been widely used for SLA in terms of writing, speaking, and vocabulary to enhance students' motivation for second language learning. Chun Lai, Mingyue Gu, Fang Gao & JoJo Wan Shan Yung's (2020) study pointed out that the use of WhatsApp and Instagram has enabled ethnic minorities to gain validation and expectations of linguistic, cultural, and social capital, as well as representations and constructions of desirable identities, and is a driving force for multilingual interactions with mainstream cultures on social media. The drive for multilingual interactions with the dominant culture on social media has helped them to gain more intimacy in the foreign language environment as a way to enhance their motivation for second language learning. The analysis of Kenichiro Ishizu's (2022) study showed that YouTube videos can be productively used with middle school students to increase their motivation to study. Alastair Henry pointed out that the novelty of blogs constitutes an important motivational prerequisite. In addition to these motivational influences, students enjoyed the activity because it involved a blend of homework and leisure practices. Motivational impact on motivation for second language learning. Ellen Yeh and Nicholas Swinehart (2022) pointed out that most of the students in the sample of the study they conducted expressed a preference for communicating in English on social media, and using social media can increase their motivation to learn English. Hung-Chun Wang and Cheryl Wei-yu Chen (2019) point out that Studying English through YouTube offers greater flexibility, engagement, and interactivity compared to traditional classroom learning. By appreciating the cultural aspects shown in the videos, students can gain a deeper understanding of other cultures to enhance their second language motivation. Nevertheless, the study simultaneously indicates that this informal approach to learning is perceived as less effective for students aiming to enhance their English proficiency or prepare for English examinations. Akylbek Meirbekov, Saltanat Nyshanova (2024), and seven other authors surveyed first-year university students using Instagram and TikTok, and the results of the research yielded that the use of both played a role in the enhancement of motivation for second language learning in terms of grade improvement as well as the use of language skills. Overall, most of the current research points out the positive effect of display-based social media on the motivation of SLA.

3.2.2 The Effect of Communication-Based Social Media - Communication Such as Facebook, WeChat, etc., on L2 learning motivation

Ma JB Ouyang HH (2021) pointed out in their article that WeChat language chatting can enhance and improve the intrinsic learner factor and increase the way and content of interaction, which positively affects some aspects, such as second language motivation, vocabulary learning deliberateness, and so on. Zeng Gang, Wang Y.H., and Tan X.H. (2020) used WeChat as a representative of mobile language learning environment and concluded that interaction in mobile environment breaks down time and space constraints, learners can communicate and learn with other learners at any time and place as well as students have more autonomy in learning, which stimulates students' interest and participation in learning spoken English; and using WeChat as a representative of mobile language learning environment has a positive effect on the motivation of student for SLA. Ebadi et al. (2024) found that learners' intrinsic motivation to learn English was stronger than extrinsic motivation in a Facebook group learning a foreign language. Furthermore, the study revealed that cognitive and behavioral engagement among learners surpassed their level of affective engagement. Lai et al. (2022) found a result--as a social media, Facebook can enhance students' participation and interaction in foreign language learning. In this way, it has a positive impact on second language learning motivation. Ebadi et al.'s (2024) study found that Facebook groups for learning a foreign language have more autonomy, competence, and relevance, which positively affects the motivation of SLA and makes learning more effective.

All of the above studies used communication-based social media platforms, which are mainly used for communication, as the object of study to investigate the positive effect of social media on the motivation of SLA.

4 CONCLUSION

To summarize, social media is considered to be able to enhance learners' engagement and increase their motivation to learn, and students can effectively improve their learning outcomes when using social media for learning. Social media can also provide students with a large number of external learning resources, which are often highly interesting and interactive, so that learners can experience the fun of

learning and self-adjustment of learning strategies, and the timely feedback and support brought by such an environment can also increase the motivation of learners, thus improving the motivation of SLA. However, social media can also hinder motivation. The large amount of information in social media can make learners feel complicated and pressured, and some low-quality content can expose them to wrong information, which affects their learning effectiveness. Secondly, social media is filled with a large amount of non-learning-related content, which can easily affect their concentration and engagement, and the low learning effect can also reduce their motivation to learn, thus lowering the motivation for second language learning.

Social media has played an important role in people's lives, and it also plays a dual role in motivation for second language learning, both motivating and potentially challenging learners. Therefore, when designing lessons and utilizing social media for learning, teachers and learners need to be vigilant in actively exploring its potential while overcoming the corresponding barriers. Currently, there are fewer studies on communication-oriented social media platforms like WeChat, and Future researchers could focus on social media platforms such as QQ and Tantan, which are primarily communication-oriented, to investigate their effect on second language learning motivation. About research methodology, the study on the impact of social media on the motivation of SLA adopts the qualitative research of interviews and the quantitative research method of questionnaires, which is of course a representative of the more efficient research method, and in the future, this paper can carry out interviews and questionnaires from more dimensions as well as dig out more research methods.

AUTHORS CONTRIBUTION

All the authors contributed equally and their names were listed in alphabetical order.

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