

## The role of social and technological influences in EFL learners' motivation: A correlational study on engagement with American culture and English

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### **Abstract :**

*The widespread of American culture through media, social interactions, and digital platforms, plays a central role in framing EFL (English as a Foreign Language) learners' motivation and engagement with the English language. Still, the scope to which social and technological factors stimulates learners' motivation to implement American English is scarcely sought. This study investigates the correlations among exposure to American cultural content, social influences (peers, family, and cultural background), and technological engagement (online platforms and virtual classrooms) with learners' motivation for American English. This study utilized a correlational research design through which data were collected via a structured survey. The data were analyzed with Kendall's correlation analysis to assess the relationships among these variables. The findings reveals insights into how cultural exposure, social dynamics, and digital learning environments interact to develop and enhance learners' motivation. This study provides implications for language education, digital learning strategies, and curriculum development, highlighting the role of cultural engagement in promoting EFL learners' motivation.*

**Keywords:** *EFL learners, motivation, American culture, American English, social influences, technological engagement, media exposure, language preference, linguistic prestige, correlational study.*

# **Le rôle des influences sociales et technologiques dans la motivation des apprenants d'anglais langue étrangère : Une étude corrélative sur l'engagement dans la culture américaine et l'anglais**

## **Résumé :**

*La diffusion de la culture américaine à travers les médias, les interactions sociales et les plateformes numériques joue un rôle central dans l'encadrement de la motivation et de l'engagement des apprenants d'anglais langue étrangère (EFL) vis-à-vis de la langue anglaise. Pourtant, l'étendue des facteurs sociaux et technologiques qui stimulent la motivation des apprenants à mettre en œuvre l'anglais américain est rarement étudiée. Cette étude examine les corrélations entre l'exposition au contenu culturel américain, les influences sociales (pairs, famille et contexte culturel) et l'engagement technologique (plateformes en ligne et classes virtuelles) avec la motivation des apprenants pour l'anglais américain. Cette étude a utilisé un modèle de recherche corrélative dans lequel les données ont été collectées par le biais d'une enquête structurée. Les données ont été analysées à l'aide de l'analyse de corrélation de Kendall afin d'évaluer les relations entre ces variables. Les résultats révèlent comment l'exposition culturelle, la dynamique sociale et les environnements d'apprentissage numériques interagissent pour développer et renforcer la motivation des apprenants. Cette étude a des implications pour l'enseignement des langues, les stratégies d'apprentissage numérique et le développement des programmes, en soulignant le rôle de l'engagement culturel dans la promotion de la motivation des apprenants d'anglais langue étrangère.*

**Mots-clés :** *Apprenants EFL, motivation, culture américaine, anglais américain, influences sociales, engagement technologique, exposition aux médias, préférence linguistique, prestige linguistique, étude corrélative.*

## Introduction

EFL learners' motivation to adopt American English is influenced by social and technological factors. American culture, disseminated through media and digital platforms, shapes linguistic preferences and perceptions of prestige. While media exposure increases familiarity with American English, the combined effects of social influences (peers, family, and cultural background) and technological engagement (online platforms and virtual classrooms) on motivation remain underexplored. This study employs a correlational research design to examine the relationships between these factors and learners' motivation for American English. Using Kendall's correlation analysis, the findings provide insights into external influences on language learning, offering implications for education, digital learning strategies, and curriculum development.

### Research Problem

The motivation of EFL learners to adopt American English is influenced by various social and technological factors. With the increasing exposure to American media, online learning platforms, and social networks, learners' preferences and motivation for American English may be shaped by these external influences. However, the extent to which these factors correlate with motivation remains unclear. While previous studies have explored attitudes toward different English varieties, there is limited research on how social and technological influences specifically affect learners' motivation for American English. Understanding these relationships can provide insights into language learning behaviors and inform educational strategies.

## **Research Question**

To what extent do social and technological influences correlate with EFL learners' motivation to adopt American English?

### ***Sub-Research Questions***

- 1) How does exposure to American media influence learners' motivation to adopt American English?
- 2) What is the relationship between social influence (e.g., peers, family, cultural background) and learners' motivation to learn American English?
- 3) To what extent does the perceived prestige of American English influence learners' motivation?
- 4) How does the use of technology (e.g., online learning, virtual classrooms) correlate with learners' motivation to adopt American English?

## **Research Hypotheses**

*Main Hypothesis (H1):* Social and technological influences significantly correlate with EFL learners' motivation to adopt American English.

### ***Sub-Hypotheses***

- 1) H1a: Greater exposure to American media is positively correlated with higher motivation to learn American English.
- 2) H1b: Social influences (peers, family, cultural background) are positively correlated with learners' motivation for American English.
- 3) H1c: The perceived prestige of American English is positively correlated with motivation to adopt it.
- 4) H1d: The use of technology in learning (online platforms, virtual classrooms) is positively correlated with learners' motivation to engage with American English.

## Research Objectives

### Main Objective

To examine the correlation between social and technological influences and EFL learners' motivation to adopt American English.

### Sub-Objectives

- 1) To analyze the impact of exposure to American media on learners' motivation for American English.
- 2) To investigate the role of social influences (peers, family, cultural background) in shaping learners' motivation for American English.
- 3) To assess how the perceived prestige of American English affects learners' motivation.
- 4) To explore the relationship between the use of technology (online learning, virtual classrooms) and learners' motivation to adopt American English.

## 1. Literature Review

### 1.1. Defining terms and related works

*Motivation* constitutes a vital component in the process of language acquisition, and it has been established that American media exerts a considerable impact on the motivational levels of EFL learners. Scholarly investigations suggest that exposure to American media may enhance both intrinsic and extrinsic motivation among learners, thereby prompting them to engage more proactively with the English language.

*Intrinsic Motivation* pertains to the internal impetus to acquire a language for personal fulfillment or interest. American media, particularly in the realm of popular culture such as films and television series, has been evidenced to cultivate intrinsic motivation by rendering language learn-

ing more enjoyable and pertinent. For example, a study conducted in Bangladesh revealed that viewing English films and series markedly augmented learners' motivation, as it offered an engaging and immersive modality for language acquisition (Mahbub, 2023). Likewise, research conducted in Albania underscored that students who engaged with mass media, inclusive of American television shows and movies, exhibited elevated levels of motivation and a more affirmative attitude toward learning English (Kaçauni & Pylli, 2023).

*Extrinsic Motivation* motivation is propelled by external stimuli such as societal expectations, professional prospects, or educational mandates. American media can similarly contribute to extrinsic motivation by imparting to learners a sense of belonging to a global community. For instance, a study in Saudi Arabia indicated that exposure to American media shaped learners' perceptions of English as a medium for global communication, consequently heightening their motivation to master the language (Alamri, 2024).

*The Role of Cultural Appeal of American media* is another factor that contributes to learners' motivation. American movies and television programs frequently represent values, lifestyles, and cultural norms that are regarded as modern and desirable. This cultural appeal can inspire learners to engage more deeply with the English language as a means of accessing these cultural experiences. For example, a study in China found that exposure to American popular culture through media substantially influenced learners' attitudes and behaviors, for numerous learners having desire to emulate certain aspects of American culture. (Li et al., 2024).

*Language Preference* refers to learners' attitudes and biases towards specific varieties of English, such as American English versus British English American media has been dis-

covered to significantly affect learners' language preferences, often resulting in a preference for American English.

*Dominance of American English* lies in research having consistently shown that American English is the most widely preferred variety of English among EFL learners. This preference is largely attributed to the widespread exposure to American media, which dominates global entertainment and communication. For example, a study in Indonesia found that Generation Z learners overwhelmingly preferred American English due to its prevalence in media and popular culture (Aisy & Wahyudi, 2024). Similarly, a study in Saudi Arabia found that learners' exposure to American media influenced their preference for American English over other varieties (Al-Beshri, 2024).

*Influence of Media on Accent and Vocabulary* American media not only influences learners' preference for American English but also shapes their perceptions of accents and vocabulary. A study in China found that learners who were exposed to American media were more likely to adopt American accents and vocabulary in their own English usage (Huang & Hashim, 2020). This phenomenon is further supported by research in Bangladesh, where learners who watched American movies and series were found to have improved their pronunciation and vocabulary, leading to a preference for American English (Mahbub, 2023) (Mahbub, 2023).

*Cultural Identity and Language Preference* The cultural identity of learners also plays a role in their language preference. American media often portrays American culture as modern, dynamic, and prestigious, which can lead learners to associate American English with these positive attributes. For instance, a study conducted in Saudi Arabia discovered

that exposed to media were more likely to perceive American English as the most prestigious English variety, thereby reinforcing preference for it (Alri, 2024; Alamri, 202).

***Perceived Prestige*** Perceived prestige refers to the social and cultural value that learners assign to a particular language or language variety. American media has been found to significantly influence learners' perceptions of the prestige of American English.

***American English as a Global Lingua Franca*** American media has contributed to the perception of American English as a global lingua franca, which is widely used for international communication. This perception of American English as a global language has enhanced its prestige in the eyes of EFL learners. For example, a study in China found that learners perceived American English as the most important variety of English for international communication, further reinforcing its prestige (Li et al., 2024).

***Cultural and Economic Factors*** The cultural and economic dominance of the United States has also contributed to the perceived prestige of American English. American media, particularly movies and TV shows, often portrays American culture as dominant and influential, which can lead learners to associate American English with power and success. For instance, a study in Saudi Arabia found that learners perceived American English as the most prestigious variety due to its association with global power and economic influence (Alamri, 2024) (Alamri, 2025).

## **2. Methods**

### **2.1. Research Design**

This study utilized a correlational research design to explore the relationships between social and technological influences and EFL learners' motivation to adopt American

English. Given that the study aims to assess the degree of association between different variables rather than establishing causality, a correlational approach is most appropriate. Kendall's correlation analysis was employed to measure the strength and direction of the relationships among the variables under investigation.

## **2.2. Participants**

The study was conducted with a sample of 32 EFL learners enrolled in the university in Algeria. Participants were selected using a purposive sampling technique to ascertain that they had sufficient exposure to American media and digital platforms. The final sample consisted of 32 participants, who varied in age, academic level, and language proficiency. Demographic information, such as gender, language background, and frequency of media consumption, was collected to contextualize the findings.

## **2.3. Research Instruments**

Data were collected through a structured survey designed to assess participants' engagement with American media, social influences, technological usage, and motivation to adopt American English. The survey included: 1. Demographic details (Age, gender, academic background, and English proficiency level), 2. Media Exposure ( Frequency and type of engagement with American movies, TV shows, music, and digital platforms), 3. Social Influences ( Influence of peers, family, and cultural background on learners' preference for American English), 4. Technological Engagement ( Usage of online learning platforms, virtual classrooms, and digital communication in English), 5. Motivation for Ameri-

can English ( Measured using a Likert scale (1-5) to assess intrinsic and extrinsic motivational factors).

The survey items were adapted from validated scales used in previous research on language learning motivation and media influence. A pilot study was conducted with 32 participants to ensure reliability and validity. Necessary modifications were made based on the pilot feedback.

#### **2.4. Data Collection Procedures**

The survey was administered online and in-person to accommodate participants' preferences. Ethical considerations were strictly followed, including informed consent, anonymity, and confidentiality of answers. Participants were given detailed instructions and had the opportunity to ask questions before completing the survey.

#### **2.5. Data Analysis**

Data were analyzed using SPSS (Statistical Package for the Social Sciences). The following statistical procedures were applied:

- 1) Descriptive Statistics: To summarize participants' demographic information and general trends in media exposure, social influences, and technological engagement.
- 2) Kendall's Correlation Analysis: To assess the relationships between media exposure, social influences, technological engagement, and motivation for American English.

#### **2.6. Ethical Considerations**

This study adhered to ethical research guidelines. Participants were informed about the purpose of the study, as-

sured that their participation was voluntary, and guaranteed confidentiality.

## 2.7. Limitations

Potential limitations of the study include:

- Self-reported Data: Participants' responses may be influenced by social desirability bias.
- Sample Size: The findings may not be generalizable beyond the specific group of EFL learners studied.
- Correlational Nature: The study establishes associations but does not infer causation.

Methods and Procedures section outlines the systematic approach taken to investigate the role of social and technological influences on EFL learners' motivation for American English. The use of a structured survey, statistical analyses, and ethical research practices ensures the reliability and validity of the findings.

## 3. Findings

### 3.1. Demographic Profile of Participants

**Table 1:** Descriptive Statistics of Participants' Demographic Profile

Variable	Valid N	Missing N	Mean	Median	Mode	SD	Minimum	Maximum
Age	32	0	19.69	18.00	18.00	5.31	17.00	48.00
Gender	32	0	1.69	2.00	2.00	0.47	1.00	2.00
Native Language	32	0	1.00	1.00	1.00	0.00	1.00	1.00
Years of Learning English	32	0	7.84	8.00	8.00	0.72	4.00	8.00
Level of English Proficiency	32	0	1.88	2.00	2.00	0.66	1.00	3.00

Participants' ages range from 17 to 48 years, with an average of 19.69 years and a median/mode of 18, indicating most are young adults. A standard deviation of 5.31 reflects age variation due to a few older participants, creating a slight right skew. Gender results show a mean of 1.69 and both median/mode at 2, suggesting a predominance of female participants with low variability. Native language is uniform (mean, median, mode = 1.00; SD = 0), confirming a homogeneous linguistic background. Participants have studied English for 4–8 years, averaging 7.84 years, with minimal variation. Proficiency scores center around intermediate level (mean = 1.88; median/mode = 2; SD = 0.66). Most participants learn English through formal education (mean = 1.44; median/mode = 1), though some use alternative methods. Overall, data distributions are largely symmetrical, with low variability except for age.

### 3.2. The Relationship Between Social and Technological Influences and EFL Learners' Motivation to Adopt American English

#### 3.2.1. *The Impact of American Media Exposure on Motivation to Learn American English.*

**Table 2:** Exposure to American English through media influences my motivation to learn it

		Percent
Valid	Strongly disagree	12,5
	Disagree	6,3
	Neuter	21,9
	Agree	21,9
	Strongly agree	37,5

The table presents descriptive statistics for the statement "Exposure to American English through media motivates me to learn it." The sample consists of 32 valid responses with no missing data. The mean score is 3.66 (SD = 1.38), indicating a generally positive motivation. The median value is 4.00, and the most frequently selected response (mode) is 5.00, suggesting that many respondents strongly agree. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting variability in learners' motivation levels.

**Table 3:** Active engagement with American English content

		Percent
Valid	Strongly disagree	25,0
	Neuter	6,3
	Agree	15,6
	Strongly agree	53,1

The table displays descriptive statistics for the statement "I actively engage with American English content (movies, music, news, etc.)." The sample includes 32 valid responses with no missing data. The mean score is 3.72 (SD = 1.69), indicating a moderate to high level of engagement. The median value is 5.00, and the mode is also 5.00, suggesting that many respondents frequently engage with American English content. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting variability in engagement levels.

### 3.2.2. *The Role of Social Influences in Learners' Motivation for American English*

**Table 4:** My cultural background affects my preference for American English

		Percent
Valid	Strongly disagree	40,6
	Disagree	3,1
	Neuter	37,5
	Agree	3,1
	Strongly agree	15,6

The table shows descriptive statistics for the statement "My cultural background affects my preference for American English." The sample consists of 32 valid responses with no missing data. The mean score is 2.50 (SD = 1.46), indicating a relatively neutral to low influence of cultural background on preference. The median value is 3.00, while the mode is 1.00, suggesting that the most common response was a low level of agreement. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting varying perspectives among respondents.

**Table 5:** My friends and family encourage my preference for American English

		Percent
Valid	Strongly disagree	25,0
	Disagree	18,8
	Neuter	18,8
	Agree	18,8
	Strongly agree	18,8

The table presents descriptive statistics for the statement "My friends and family encourage my preference for American English." The sample consists of 32 valid responses with no missing data. The mean score is 2.88 (SD = 1.48), indicating a moderate level of influence from friends and family. The median value is 3.00, while the mode is 1.00, suggesting that the most common response was a low level of agreement. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting diverse opinions among respondents.

### 3.2.3. *The Effect of Perceived Prestige on Motivation to Adopt American English*

**Table 6** : Preference of learning English with American accent

	Percent
Val- Strongly disa- id agree	25,0
Disagree	6,3
Neuter	9,4
Agree	18,8
Strongly agree	40,6

The table displays descriptive statistics for the statement "I prefer learning English with an American accent." The sample consists of 32 valid responses with no missing data. The mean score is 3.44 (SD = 1.66), indicating a moderate preference for the American accent. The median value is 4.00, and the mode is 5.00, suggesting that many respondents strongly prefer learning with an American accent.

Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting diverse preferences among learners.

**Table 7:** The influence of my teacher’s accent on motivation to learn English

		Percent
Valid	Strongly disagree	37,5
	Disagree	3,1
	Neuter	12,5
	Agree	3,1
	Strongly agree	43,8

The table presents descriptive statistics for the statement "The accent of my teacher influences my motivation to learn English." The sample consists of 32 valid responses with no missing data. The mean score is 3.13 (SD = 1.84), indicating a moderate influence of the teacher's accent on motivation. The median value is 3.00, while the mode is 5.00, suggesting that the most frequently selected response reflects a strong agreement. Scores range from 1.00 (minimum) to 5.00 (maximum), highlighting variability in learners' perspectives.

**Table 8:** Belief in native-like American English pronunciation is essential for fluency

		Percent
Valid	Strongly disagree	25,0
	Disagree	6,3
	Neuter	15,6
	Agree	25,0
	Strongly agree	28,1

The table shows descriptive statistics for the statement "I believe that native-like American English pronunciation is essential." The sample consists of 32 valid responses with no missing data. The mean score is 3.25 (SD = 1.57), indicating a moderate belief in the importance of native-like pronunciation. The median value is 4.00, and the mode is 5.00, suggesting that many respondents consider it essential. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting varying opinions among learners.

**Table 9:** American English is easier to understand than other varieties of English

		Percent
Valid	Strongly disagree	28,1
	Disagree	6,3
	Neuter	18,8
	Agree	6,3
	Strongly agree	40,6

The table shows descriptive statistics for the statement "I find American English easier to understand than other varieties of English." The sample consists of 32 valid responses with no missing data. The mean score is 3.25 (SD = 1.70), indicating a moderate perception of American English as being easier to understand. The median value is 3.00, while the mode is 5.00, suggesting that many respondents strongly agree. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting diverse perceptions among learners.

The Influence of Technology Use on Motivation to Engage with American English

**Table 10:** The use of online platforms to improve my American English skills

		Percent
Valid	Strongly disagree	25,0
	Disagree	6,3
	Neuter	12,5
	Agree	21,9
	Strongly agree	34,4

The table displays descriptive statistics for the statement "I use online platforms to improve my American English skills." The sample consists of 32 valid responses with no missing data. The mean score is 3.34 (SD = 1.62), indicating a moderate tendency to use online platforms for learning. The median value is 4.00, and the mode is 5.00, suggesting that many respondents actively use online resources. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting varying levels of engagement with online platforms.

**Table 11:** Virtual classrooms and online learning have enhanced my engagement with American English

		Percent
Valid	Strongly disagree	18,8
	Disagree	21,9
	Neuter	12,5
	Agree	18,8
	Strongly agree	28,1

The table presents descriptive statistics for the statement "Virtual classrooms and online learning enhance my engagement with American English." The sample consists of 32

valid responses with no missing data. The mean score is 3.16 (SD = 1.53), indicating a moderate impact of virtual learning on engagement. The median value is 3.00, while the mode is 5.00, suggesting that many respondents strongly agree. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting varying levels of perceived effectiveness of online learning.

**Table 12:** Belief in learning through technology is more effective than traditional classroom learning

		Percent
Valid	Strongly disagree	15,6
	Disagree	15,6
	Neuter	12,5
	Agree	21,9
	Strongly agree	34,4

The table shows descriptive statistics for the statement "I believe that learning through technology is more effective than traditional classroom learning." The sample consists of 32 valid responses with no missing data. The mean score is 3.44 (SD = 1.50), indicating a moderate to high preference for technology-based learning. The median value is 4.00, and the mode is 5.00, suggesting that many respondents strongly agree. Scores range from 1.00 (minimum) to 5.00 (maximum), reflecting diverse opinions on the effectiveness of technology in learning.

3.2.4. Statistical Relationships Between Variables

Table 13: Media exposure and motivation

Correlations				
			Item 1	Item 3
Kendall's tau_b	Exposure to American English through media motivates me to learn it.	Correlation	1,000	,413**
		Coefficient		
		Sig. (2-tailed)	.	,006
		N	32	32
	I am particularly interested in learning American English.	Correlation	,413**	1,000
		Coefficient		
Sig. (2-tailed)		,006	.	
	N	32	32	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Item 1: Exposure to American English through media motivates me to learn it.*

*Item 3: I am particularly interested in learning American English.*

Table 14: Active engagement with American English and preference for an American accent

Correlations				
			Item4	Item 5
Kendall's tau_b	I actively engage with American English content (movies, mu-	Correlation	1,000	,496*
		Coefficient		*
		Sig. (2-tailed)	.	,001
		N	32	32

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sic, news, etc.).			
I prefer learning English with an American accent.	Correlation Coefficient	,496**	1,00
	Sig. (2-tailed)	,001	.
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

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*Item 4: I actively engage with American English content (movies, music, news, etc.).*

*Item 5: I prefer learning English with an American accent.*

The correlation analysis using Kendall's tau-b reveals a moderate to strong positive relationship ( $\tau = 0.496$ ,  $p = 0.001$ ) between learners' engagement with American English content (e.g., movies, music, news) and their preference for learning English with an American accent. This statistically significant correlation ( $p < 0.01$ ) suggests that frequent exposure to American media is associated with a stronger inclination toward adopting an American accent. The findings align with language acquisition theories emphasizing the role of exposure in shaping linguistic preferences, indicating that learners who actively consume American media may develop a heightened preference for its accent. This has important pedagogical implications, suggesting that integrating media-based learning can be an effective strategy for accent acquisition and pronunciation training in EFL contexts.

**Table 15:** Cultural background and preference for American English (Table 4 vs. motivation)

		<b>Correlations</b>		
			Item 2	Item 11
Kendall's tau_b	I am particularly interested in learning American English.	Correlation Coefficient	1,000	,099
		Sig. (2-tailed)	.	,525
		N	32	32
	My cultural background affects my preference for American English.	Correlation Coefficient	,099	1,000
	Sig. (2-tailed)	,525	.	
	N	32	32	

*Item 2: I am particularly interested in learning American English.  
Item 11 : My cultural background affects my preference for American English.*

The correlation analysis using Kendall’s tau-b reveals a weak and non-significant relationship ( $\tau = 0.099$ ,  $p = 0.525$ ) between learners' interest in learning American English and the influence of their cultural background on this preference. The high p-value ( $> 0.05$ ) indicates that the association is not statistically significant, suggesting that cultural background does not strongly determine learners' motivation to adopt American English. This finding implies that other factors, such as media exposure, educational influences, or personal preferences, may play a more substantial role in shaping learners' attitudes toward American English rather than cultural background alone.

**Table 16:** Teacher's accent and motivation

		<b>Correlations</b>		
			Item 2	Item 6
Kendall's tau_b	I am particularly interested in learning American English.	Correlation Coefficient Sig. (2-tailed) N	1,000 . 32	,345* ,028 32
	The accent of my teacher influences my motivation to learn English.	Correlation Coefficient Sig. (2-tailed) N	,345* ,028 32	1,000 . 32

\*. Correlation is significant at the 0.05 level (2-tailed).

*Item 2: I am particularly interested in learning American English.*

*Item 6 : The accent of my teacher influences my motivation to learn English*

The correlation analysis using Kendall's tau-b shows a moderate positive relationship ( $\tau = 0.345$ ,  $p = 0.028$ ) between learners' interest in learning American English and the influence of their teacher's accent on their motivation. This correlation is statistically significant at the 0.05 level, indicating that learners who are more interested in American English are also more likely to be influenced by their teacher's accent. These findings suggest that the linguistic model provided by educators plays a role in shaping learners' motivation, highlighting the importance of accent exposure in EFL instruction.

**Table 17:** Technology use and engagement with American English (Table 10 vs. motivation)

<b>Correlations</b>				
Kendall's tau_b	I am particularly interested in learning American English.	Correlation	1,00	,371*
		Coefficient	0	
		Sig. (2-tailed)	.	,014
		N	32	32
	I use online platforms to improve my American English skills.	Correlation	,371*	1,00
		Coefficient		0
		Sig. (2-tailed)	,014	.
		N	32	32

\*. Correlation is significant at the 0.05 level (2-tailed).

*Item 2: I am particularly interested in learning American English.*

*Item 13: I use online platforms to improve my American English skills.*

The correlation analysis using Kendall's tau-b reveals a moderate positive relationship ( $\tau = 0.371$ ,  $p = 0.014$ ) between learners' interest in learning American English and their use of online platforms to improve their American English skills. This statistically significant correlation at the 0.05 level suggests that learners who are more motivated to learn American English are also more likely to engage with digital resources for language improvement. These findings highlight the growing role of technology in language learning, emphasizing that online platforms serve as valuable tools for learners seeking to enhance their proficiency in American English.

## **4. Disucssion**

### **4.1. Media Exposure and Motivation**

The correlation analysis ( $r = 0.413$ ,  $p = 0.006$ ) demonstrates a statistically significant positive relationship between learners' exposure to American media and their motivation to learn American English. This finding aligns with prior research indicating that American media enhances both intrinsic and extrinsic motivation (Mahbub, 2023; Kauni & Pylli, 2023). Studies in Bangladesh and Albania have shown that engaging with American films and television fosters a stronger motivation to learn English, supporting the idea that media consumption provides an immersive and enjoyable learning experience. Given this strong association, the hypothesis that exposure to American media positively influences motivation is accepted.

### **4.2. Active Engagement with American English and Accent Preference**

The correlation analysis ( $r = 0.496$ ,  $p = 0.001$ ) reveals a moderate to strong positive relationship between active engagement with American English content and learners' preference for an American accent. This supports previous findings that frequent exposure to American media influences language preference and pronunciation (Huang & Hashim, 2020; Mahbub, 2023). A study in China found that learners who engaged with American media were more likely to adopt American pronunciation and vocabulary, reinforcing this connection. Given the statistically significant results and alignment with existing literature, the hypothesis that active engagement with American English fosters a preference for an American accent is accepted.

### **4.3. Cultural Background and Preference for American English**

The correlation analysis ( $r = 0.099$ ,  $p = 0.525$ ) suggests a weak and non-significant relationship between cultural background and preference for American English. While some studies indicate that cultural exposure to American media can shape learners' linguistic choices (Li et al., 2024), the present findings do not support a direct link between cultural background and motivation for American English. Instead, factors such as media influence, economic factors, and educational exposure appear to play a more significant role (Al-Beshri, 2024). As a result, the hypothesis that cultural background significantly impacts learners' preference for American English is rejected.

### **4.4. Teacher's Accent and Motivation**

The correlation analysis ( $r = 0.345$ ,  $p = 0.028$ ) demonstrates a moderate positive relationship between learners' interest in American English and the influence of their teacher's accent on their motivation. This result is in line with studies suggesting that the linguistic model provided by educators significantly impacts learners' preferences (Alamri, 2024). Research in Saudi Arabia indicates that students are influenced by their teachers' pronunciation and accent exposure in shaping their motivation to learn a specific English variety. The statistical significance of this correlation supports the acceptance of the hypothesis that a teacher's accent influences learners' motivation.

### **4.5. Technology Use and Engagement with American English**

The correlation analysis ( $r = 0.371$ ,  $p = 0.014$ ) indicates a moderate positive relationship between learners' in-

terest in American English and their use of online platforms for language improvement. This finding aligns with studies emphasizing the growing role of digital resources in EFL learning (Aisy & Wahyudi, 2024). Online platforms provide accessible, engaging, and interactive ways for learners to enhance their skills, reinforcing the importance of technology in language acquisition. Consequently, the hypothesis that technology use positively correlates with engagement in American English learning is accepted.

## Conclusion

This study examined the relationship between American media exposure and EFL learners' motivation, language preferences, and engagement with American English. The findings indicate that media plays a crucial role in shaping learners' intrinsic and extrinsic motivation, with frequent exposure fostering a preference for American English in terms of accent, vocabulary, and perceived prestige. Additionally, technological engagement and teacher influence emerged as significant factors affecting learners' motivation. While cultural background showed minimal influence, media-driven exposure remained a dominant force in learners' linguistic choices. These results highlight the pedagogical value of incorporating media-based strategies into EFL instruction to enhance learner engagement and language acquisition. Future research could explore longitudinal effects and individual differences in media influence on language learning outcomes.

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