



Investigating the Influence of Informal Digital Learning of English on Attitude towards and Motivation to Learn English as a Second Language

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Abstract

The primary aim of this research study was to examine the impact of informal digital English learning, facilitated by various online sources such as educational content, entertainment content, and socialisation content, on students' motivation to acquire English as a second language and their general attitude towards the process of learning English as a second language. In order to fulfil the intended goal, data was gathered from a sample of 316 students who were enrolled in an English course during their initial year of graduate studies or who had chosen to specialise in the English language during their graduate studies. The data that was gathered was subjected to analysis using the statistical software SPSS, specifically through the application of regression analysis. The findings of the study indicated a correlation between the availability of educational content on the internet and students' inclination to make efforts to learn English. Similarly, the presence of entertainment and socialisation content was linked to students' personal desire and motivation to learn English. Furthermore, all three aspects of informal digital learning, namely educational, entertainment, and socialisation content, were associated with social approval and a positive attitude towards the acquisition of the English language. This study makes significant contributions to the existing body of knowledge as it explores the relatively new concept of informal digital learning of English. Consequently, further research is necessary in this area. The present study also examined various forms of motivation, including intrinsic motivation and the desire for social validation, in relation to the acquisition of English as a second language. This particular aspect has not been previously investigated in prior research. In addition to this, the existing literature lacks sufficient studies on the attitude towards learning English as a foreign language, specifically in the realm of informal digital English learning. Consequently, this study serves as a noteworthy contribution to the academic discourse.

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Keywords: Informal Digital Learning of English, Extrinsic Motivation, Intrinsic Motivation, Attitude, English as a Second Language.

Introduction

The convergence of technological progress and globalisation has created opportunities for intercultural and international interactions, necessitating individuals from diverse backgrounds to possess fluency in a

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language other than their mother tongue that is universally recognised and comprehensible worldwide. The English language is widely recognised as a global language due to its extensive usage and prevalence across the world (Azzolini, Campregher, & Madia, 2020). Numerous countries worldwide have implemented English language instruction as a mandatory component within their educational framework (Yanuarti & Rosmayanti, 2018). Nevertheless, numerous nations continue to exclusively adhere to their indigenous language for both formal and informal discourse. In light of the growing phenomenon of globalisation and the desire to capitalise on opportunities and explore avenues beyond national and cultural boundaries, acquiring proficiency in the English language has become essential for facilitating cross-border communication. These opportunities may encompass exploring career prospects overseas or seeking out international study programmes.

As a result of these factors, there has been a growing inclination among individuals to acquire English as a secondary language. In addition to formal institutions and instructors that provide full-time or part-time language courses for English language acquisition, individuals often engage in informal methods of learning English. These informal means encompass various digital channels, including movies, shows, songs, games, social media platforms, wikis, blogs, YouTube videos, news sources, and online interactions with English-speaking friends and individuals (Lamb & Arisandy, 2020). Informal sources offer an engaging and enjoyable means of English language exposure for prospective learners, presenting a less rigid, monotonous, and tedious alternative to formal classroom environments. Formal learning occurs within a structured educational environment, typically a classroom, whereas informal learning is contingent upon the temporal and spatial context of the informal activities, potentially resulting in a less consistent acquisition of knowledge.

Furthermore, in the context of informal learning, the process of acquiring knowledge is initiated and guided by the individual learners themselves (De Wilde, Brysbaert, & Eyckmans, 2020). The informal digital learning of the English language has garnered significant attention from researchers in recent years due to its notable outcomes (Azzolini, Campregher, & Madia, 2022; Lai, Hu, & Lyu, 2017; Lamb & Arisandy, 2020; Lee & Drajati, 2019; Lee & Dressman, 2018; Peters et al., 2019; Soyoo et al., 2021). Informal digital learning of English language can be defined as “self-directed, informal English learning using a range of different digital devices (e.g., smartphones, desktop computers) and resources (e.g., web apps, social media) independent of formal contexts” (Lee & Drajati, 2019). A significant proportion of the global youth population currently engages extensively with the internet, leading to an unavoidable encounter with the English language in various online forms. The inadvertent exposure not only facilitates individuals with preexisting aspirations to acquire English as a second language but also serves as a motivating factor for those who previously lacked any inclination towards English language acquisition. This is due to their recognition of the advantages associated with learning English and the various opportunities and avenues it affords them as a collective entity (Peters et al., 2019).

The primary objective of this research is to examine and analyse the impact of informal digital English language learning, specifically through entertainment, socialisation, and educational sources, on an individual's motivation to acquire English as a second language. This study aims to investigate the impact of informal digital English language learning on individuals' intended efforts to acquire proficiency in the English language. Additionally, this study examines the impact of informal digital English language learning on individuals' self-desire and motivation to acquire English as a second language. In addition, this study examines the impact of informal digital English language learning on an individual's motivation to acquire English as a second language, specifically in relation to seeking social approval. The increased prevalence of the English language on the internet serves as a catalyst for individuals to pursue English as a second language. This is primarily driven by the numerous prospects that can be accessed by observing the extensive global utilisation of the English language.

Additionally, this study examines the impact of informal digital English language learning on learners' attitudes towards English language acquisition. The heightened exposure to the English language through online platforms prompts individuals to recognise the significance of learning English, thereby increasing the likelihood of developing a positive attitude towards acquiring English as a second language. This study makes significant contributions to the existing body of knowledge, as informal digital English learning is still a relatively new concept in research. Therefore, further research is needed to examine its effectiveness in different contexts and settings. The current study offers an overview of this topic. Furthermore, the concept of motivation holds significant importance in the realm of language acquisition. Therefore, conducting a study on the factors that contribute to individuals' motivation to learn the English language constitutes a valuable addition to the current body of literature. The present study also examined various forms of motivation, including intrinsic motivation and extrinsic motivation driven by the desire for social validation, in the context of second language acquisition. This particular aspect of motivation has not been thoroughly investigated in previous research, making the current study a valuable addition to the existing body of knowledge. Furthermore, the existing literature lacks sufficient studies on the attitude towards learning English as a foreign language, specifically within the realm of informal digital English learning. Consequently, this study holds substantial importance as it contributes to

filling this gap in the literature.

The subsequent sections of the study are categorised into four distinct parts. The subsequent section presents a comprehensive analysis of previous scholarly works pertaining to informal digital English language learning, the motivation behind acquiring English as a second language, and the attitudes exhibited towards the process of learning English as a second language. The literature review also presents evidence from previous studies that supports the hypothesised association between the variables in this research. The third section of the document elucidates the methodology employed in the study. The document presents comprehensive information regarding the instruments employed for data collection in the study.

In the fourth section, the process of data collection has also been provided. The findings of the data analysis conducted for the purpose of this study are presented in the fourth section. The statistical findings encompass various analytical techniques, including descriptive statistics, reliability analysis, and hypothesis testing through regression analysis. The concluding section of the study encompasses a comprehensive analysis of the study's findings in relation to existing literature. Additionally, it explores the theoretical and practical implications of these findings, while also acknowledging the limitations of the study and offering recommendations for future research.

Literature Review

Informal Digital Learning of English

There are structured learning environments where students take formal English language courses as part of their academic curriculum or as independent study. There are also more and more global settings outside of traditional classrooms where people use English (Lai, Hu, & Lyu, 2017). Technology plays a significant role in facilitating increased access to the English language through various platforms, including social media, music, videos, movies, games, blogs, websites, and more (Lamb & Arisandy, 2020). Given its widespread usage, it is inevitable that English is extensively encountered in online settings across the globe. This phenomenon leads to the development of self-directed English language learning as a second language and increased motivation to acquire language skills in order to comprehend the language across various platforms and to promote opportunities for international communication (De Wilde, Brysbaert, & Eyckmans, 2020). This approach presents an engaging and enjoyable method for acquiring proficiency in the English language, in contrast to the conventional classroom environment, which often appears monotonous and lacking in stimulation for students.

The traditional setting primarily emphasises the transmission of content and assessment, thereby subjecting students to heightened levels of stress and occasionally diminishing their motivation to acquire knowledge. Azzolini, Campregher, and Madia (2022) have identified informal sources of English language acquisition, as supported by previous research. The authors discussed the impact of engaging with English-language films and news on the development of English language proficiency. Additionally, the act of viewing films and television programmes accompanied by English subtitles has been found to facilitate the enhancement of both reading and listening proficiencies (Araújo & da Costa, 2013; Costa & Albergaria-Almeida, 2015). Likewise, the act of listening to English-language music can serve as an inadvertent means of acquiring language skills. Similarly, this phenomenon can be observed in the realm of video games, as players have the opportunity to enhance their English language skills through auditory comprehension (Pavia, Webb, & Faez, 2019).

All of the aforementioned sources fall within the category of entertainment, which serves as a lighthearted and enjoyable means of acquiring proficiency in the English language. However, the frequency of exposure is a crucial factor in this context. In addition to its recreational value, socialisation can also serve as a means of informal English language acquisition. Social media platforms and other online means offer individuals the chance to engage in interactions with individuals from various geographical locations worldwide. Engaging in the act of reading and composing posts in the English language has been found to be beneficial in enhancing one's vocabulary and reading abilities (Lamb & Arisandy, 2020). In addition, perusing content authored by renowned individuals and public figures can also be beneficial. There are numerous online resources for accessing educational content to facilitate the acquisition of the English language. These resources include utilising the English version of Wikipedia, employing Google Translate to search for English words, engaging with English-language articles and blogs, and participating in online language learning quizzes (Lai, Hu, & Lyu, 2017). Prior studies have also demonstrated that informal and extracurricular learning experiences have a favourable impact on the enjoyment and perceived fun associated with English language acquisition, thereby enhancing learners' confidence in their learning abilities (Peters et al., 2019)

Motivation to Learn English as a Second Language

The successful completion of any task is contingent upon the presence of motivation. Motivation

is a crucial factor in the acquisition and retention of a newly learned language, mirroring its significance in other domains of learning. Motivation in the case of language acquisition can be defined as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (Gardner, 1985). Motivation plays a significant role in the process of language acquisition, encompassing various facets such as reading, listening, writing, comprehension, and oral communication. Motivation can be categorised into two distinct types: intrinsic and extrinsic. Intrinsic motivation refers to the drive that originates from within an individual, while extrinsic motivation pertains to the impetus that is derived from external factors or influences (Alshenqeeti, 2018; Anjomshoa & Sadighi, 2015).

In terms of intrinsic motivation, individuals are driven by internal factors, such as the sense of accomplishment derived from successfully acquiring the English language. In this scenario, internal motivation rather than external factors is what drives the desire to learn. In contrast, in the context of extrinsic motivation, an individual anticipates receiving a reward from an external source, and the inclination to engage in learning activities also stems from an external influence (Alshenqeeti, 2018; Hussain, Salam, & Farid, 2020). Individuals who exhibit a higher likelihood of extrinsic motivation are inclined to complete tasks in order to obtain social approval and recognition. This inclination arises from their external locus of control, as they place significance on the opinions and perspectives of others.

Therefore, individuals who possess intrinsic motivation do not seek external sources of motivation and instead exhibit self-motivation in their pursuit of learning the English language to fulfil their personal objectives. They do not actively pursue external incentives for acquiring proficiency in the English language. The individual's motivation to acquire proficiency in the English language is characterised by self-motivation, self-direction, and self-regulation. Individuals actively engage in deliberate endeavours to acquire proficiency in the English language, demonstrating a steadfast commitment to their learning objectives irrespective of external influence or the absence of extrinsic incentives (Setiyadi, Mahpul, & Wicaksono, 2019; Zeynali, Pishghadam, & Hosseini Fatemi, 2019).

In contrast, individuals who are extrinsically motivated to acquire proficiency in the English language do so due to external factors such as the expectations or requirements imposed by others, the desire to assimilate into a particular social group, or the pursuit of social validation. Individuals strive for external validation and acknowledgement of their achievements, often seeking rewards such as recognition and praise from individuals whom they hold in high regard. Extrinsic motivation to acquire proficiency in the English language may also manifest when learning English serves as a means to achieve other objectives, such as gaining admission to an educational institution or securing employment opportunities. In this scenario, the reward is derived from an external source and is associated with a separate objective (Hussain, Salam, & Farid, 2020; Zeynali, Pishghadam, & Hosseini Fatemi, 2019).

In addition to the concepts of intrinsic and extrinsic motivation, the motivation underlying an individual's pursuit of English language acquisition as a second language can also be categorised into instrumental and integrative orientations (Anjomshoa & Sadighi, 2015; Azar & Tanggaraju, 2020; Getie, 2020; Zhang, Dai, & Wang, 2020). Instrumental motivation refers to “the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts” (Anjomshoa & Sadighi, 2015). Instrumental motivation bears resemblance to extrinsic motivation, as both forms of motivation are characterised by the external nature of the motivating factors. Extrinsic motivation refers to the circumstances in which an individual's motivation to learn the English language originates from external factors rather than being driven by internal factors.

Conversely, instrumental motivation is associated with the objective of acquiring proficiency in the English language, specifically with the aim of attaining career or academic objectives (Azar & Tanggaraju, 2020). In addition to instrumental motivation, learners of the English language may also possess integrative motivation. This form of motivation pertains to the desire to acquire proficiency in English in order to gain acceptance within a specific group, community, culture, or society. More specifically, integrative motivation is “the desire to learn L2 to communicate with the members of the second language society and find out about its culture” (Anjomshoa & Sadighi, 2015). The motivation of an individual is contingent on their orientation. Some individuals may exhibit varying degrees of proficiency in learning the English language, with some benefiting more from instrumental motivation, which is driven by career or academic aspirations, while others may excel through integrative motivation, which is rooted in the desire for cultural or social acceptance (Yanuarti & Rosmayanti, 2018).

Nevertheless, it is not imperative that an individual possess solely a singular type of motivation. Individuals may exhibit both instrumental and integrative motivation simultaneously when it comes to acquiring proficiency in the English language. This can occur when learning English is necessitated by academic examinations or admission requirements, as well as for professional purposes such as securing employment or advancing one's career. Concurrently, individuals may also possess a genuine interest in the culture and society associated with the English language, prompting them to learn it in order to actively engage in and participate in said culture (Getie, 2020; Zhang, Dai, & Wang, 2020). According to

earlier research (Al Zoubi, 2018; Azar & Tanggaraju, 2020; Azzolini, Campregher, & Madia, 2022), informal exposure to English as a second language can affect people's motivation to learn the language.

Based on the preceding discourse, the present study posits that informal, extracurricular, internet-mediated encounters with the English language (via entertainment, social interactions, and educational resources) exert an influence on the inclination to acquire English as a second language. This influence is postulated to arise from a positive correlation between increased exposure and heightened motivation to learn, driven by a desire to enhance comprehension of contextual nuances. Moreover, as individuals become increasingly exposed to the English language through informal channels, they become more cognizant of the opportunities and avenues that they are unable to access solely due to language barriers. This realisation serves as a catalyst for their desire to acquire proficiency in English. Therefore, the study proposes the following hypotheses,

- H1a: Informal digital learning of English through entertainment content positively influences an individual's intended efforts to learn English as a second language.
- H1b: Informal digital learning of English through socialization content positively influences an individual's intended efforts to learn English as a second language.
- H1c: Informal digital learning of English through educational content positively influences an individual's intended efforts to learn English as a second language.
- H2a: Informal digital learning of English through entertainment content positively influences an individual's self-desire/motivation to learn English as a second language.
- H2b: Informal digital learning of English through socialization content positively influences an individual's self-desire/motivation to learn English as a second language.
- H2c: Informal digital learning of English through educational content positively influences an individual's self-desire/motivation to learn English as a second language.
- H3a: Informal digital learning of English through entertainment content positively influences an individual's motivation to learn English as a second language for social approval.
- H3b: Informal digital learning of English through socialization content positively influences an individual's motivation to learn English as a second language for social approval.
- H3c: Informal digital learning of English through educational content positively influences an individual's motivation to learn English as a second language for social approval.

Attitude towards learning English as a Second Language

Getie (2020) discussed a comprehensive interpretation of attitude, taking into account the traditional definitions outlined in the existing literature. The authors indicated that the construct of attitudes encompasses three distinct components, specifically cognitive, affective, and behavioural. The cognitive component of an attitude encompasses an individual's beliefs, ideas, and opinions pertaining to the object of the attitude. The affective component refers to the feeling and emotions that one has towards an object, "likes" or "dislikes", "with" or "against". And the last component is the behavioural one which refers to "one's consisting of actions or behavioural intentions towards the object" (p.5). The acquisition and learning process of a language are intrinsically linked to an individual's attitude towards said language. Individuals who possess a favourable disposition towards the English language are more inclined to exhibit a positive encounter with and inclination towards its acquisition.

The learner's attitude towards the language can significantly impact their likelihood of success or failure. This is due to the fact that a positive attitude can create a perception of ease, which in turn affects the learner's proficiency and acquisition of learning skills (Al-kadi, 2020). The level of an individual's involvement and determination to learn English as a second language is influenced by various factors, including their attitude towards the English language, its speakers, associated cultures, and the perceived value and utility of acquiring English language skills. Additionally, individuals' ability to envision themselves as part of the English language culture also plays a role in their motivation to overcome challenges encountered during the learning process Getie (2020). Rahmawati, Drajadi, and Asib (2021) found that the informal digital learning of the English language had a positive impact on the motivation, confidence, attitude, and competence of Indonesian students.

In a similar vein, the study conducted by Lee, Xie, and Lee (2021) focused on Korean students who were engaged in the acquisition of English as a foreign language. It was determined that the utilisation of informal digital learning methods for English language acquisition had a positive impact on students' motivation to learn and communicate in English. Additionally, it influenced their overall attitude towards the language, leading to a favourable orientation towards its acquisition and practical application in their everyday lives. Informal learning facilitates autonomous and independent learning among students, as it is not imposed as a mandatory requirement. Consequently, this fosters the motivation of learners to acquire proficiency in the English language. Moreover, it engenders a positive disposition towards the process of learning, thereby enhancing the enjoyment derived from acquiring English language skills (Al-kadi, 2020; Almekhlafy, 2020; Lee, 2020; Mohammed Saeed Mohammed & Kaid

Mohammed Ali, 2021; Temban, Hua, & Said, 2021).

In a recent study, Mohammed Saeed Mohammed and Kaid Mohammed Ali (2021) looked at Saudi students' attitudes toward learning the English language. The findings revealed that the students displayed a favourable disposition towards English language acquisition, which was attributed to their extensive exposure to the language through digital platforms. The activities encompassed in informal digital learning encompassed the consumption of YouTube videos, the perusal and auditory engagement with English language content on the internet and social media platforms, the interaction with friends in English through social media channels, the listening to English songs, and the deliberate search for English words and phrases in electronic dictionaries. The studies conducted by Lee and Dressman (2018) and Lee and Drajati (2019) have provided further evidence to support the notion that informal digital learning of the English language is positively correlated with affective variables such as motivation and attitude towards learning English.

Therefore, based on the above discussion, the following hypothesis is proposed,

H4a: Informal digital learning of English through entertainment content positively influences an individual's attitude towards learning English as a second language.

H4b: Informal digital learning of English through socialization content positively influences an individual's attitude towards learning English as a second language.

H4c: Informal digital learning of English through educational content positively influences an individual's attitude towards learning English as a second language.

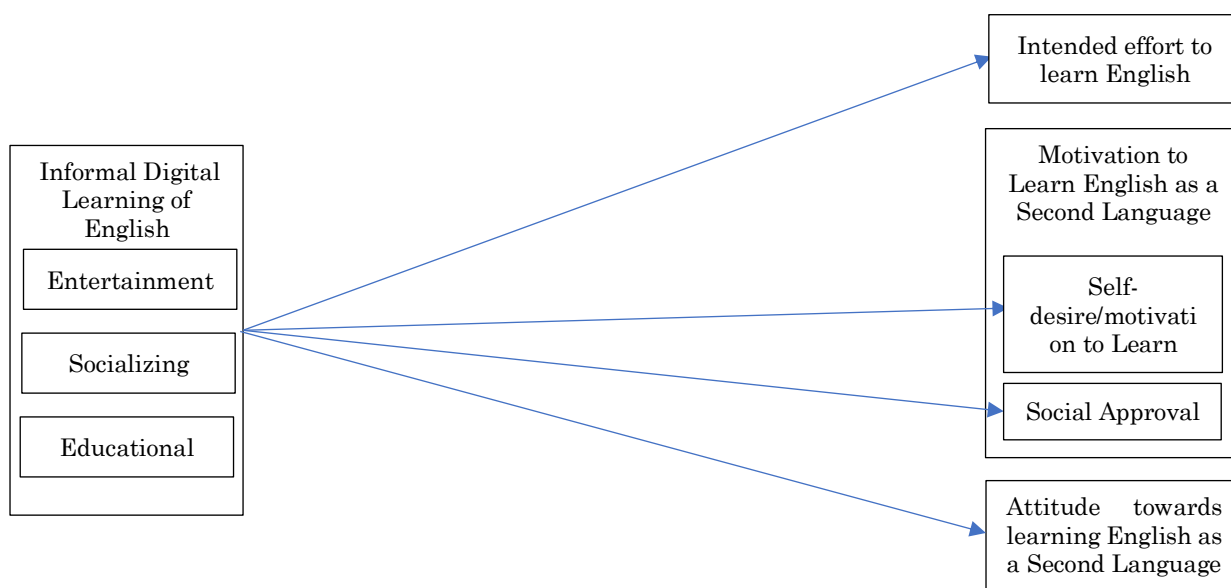


Fig.1. Conceptual model of the Study

Methodology

Measures

The variables utilised in the study were assessed using pre-existing measurement questionnaires that had been previously validated. The measurement instrument used to assess the variable of informal digital learning of English was derived from the works of Lai, Hu, and Lyu (2017) and Lamb and Arisandy (2020). The variables pertaining to the intended effort to acquire proficiency in the English language, personal motivation to learn English, and social approval were assessed by employing the measurement instruments developed by Lamb and Arisandy (2020), with appropriate adaptations made for the present study. The variable pertaining to attitude towards learning English as a second language was derived from the research conducted by Getie (2020) and Lamb and Arisandy (2020). The variables were assessed using a 5-point Likert scale. Table 1 below presents the measurement items and statements for each variable, along with their respective sources.

Table 1: Measurement Tools

Items	References
Informal Digital Learning of English	
Entertainment	
I play digital games in English	
I listen to English language songs	
I watch English language TV shows (news, sports, entertainment)	
I watch YouTube videos in English	
I read websites in English	
I read English song lyrics online	
I book accommodation or travel tickets in English	
I watch films in English without subtitles	
I read Manga/other comic strips in English	
My online shopping is in English	
I watch foreign films with English subtitles.	
I write blogs or fan fiction in English	
Socialization	
I use English for my social media's (Facebook's, Path's, etc.) language settings	Lai, Hu, and Lyu (2017) and Lamb and Arisandy (2020)
I contribute to online English language forums related to my hobbies.	
I write photo captions on Instagram in English	
I write Facebook or Twitter posts in English	
I communicate with foreign friends in English online (through email, WhatsApp etc.)	
I follow Twitter posts in English	
I talk with foreigners in English on Skype	
I make videos in English (e.g., on Snapchat, FB)	
Educational	
I study English grammar and vocabulary online	
I read articles related to my subject area or my work in English	
I deliberately develop my English language skills online.	
I look up English words/phrases on Google Translate	
I do online quizzes in English.	
I use Wikipedia in English	
I use the internet to learn about the English language	
Intended effort to learn English	
I really try hard to learn English.	
I think that I am doing my best to learn English	Lamb and Arisandy (2020)
I would like to spend lots of time studying English	
I study English hard	
I do not put much effort into learning English in my own time.	
Self-desire/motivation to learn	
I often imagine myself as someone who speaks English	
I can imagine myself studying in English at an overseas university.	Lamb and Arisandy (2020)
In my future career, I see myself as fluent in English.	
I can imagine myself using English in my future life	
The things I want to do in the future involve English	
I truly desire to become a person who's competent at English	
Social Approval	
I have to learn English, so I do not get left behind in my work in future	
Studying English is important to me to gain the approval of my teachers or bosses.	
Studying English is important to me to gain the approval of my peers.	Lamb and Arisandy (2020)
My parents/family believe that I must study English to be an educated person.	
I feel a duty to learn English well	
Studying English is important to me to gain the approval of the people around me.	
Attitude towards learning English as a Second Language	
I usually find my formal English classes really useful	
It's fascinating to study English in class	
To be honest I do not enjoy learning English in the classroom.	Gatie (2020) and Lamb and Arisandy (2020)
In general, I look forward to my English classes	
I usually find my English lessons enjoyable	
I benefit a lot from studying English in class.	

Data Collection

The data collection for this study encompassed students who were enrolled in English language courses as a compulsory component during their first year of pursuing a bachelor's degree, as well as those students who were pursuing a degree in English literature and had chosen English as their area of specialisation. To ensure a representative sample from the target population, the study employed simple random sampling to randomly select participants. The researchers employed a self-administered survey questionnaire to gather data, explicitly stating that participants had the freedom to discontinue their participation at any point and emphasising the voluntary nature of their involvement, ensuring no coercion was present. A total of 500 questionnaires were distributed to students, of which 316 completed questionnaires were returned. These completed questionnaires were subsequently screened for missing values and response sets and were subsequently utilised in the analysis. The hypotheses of the study were examined through the use of regression analysis in the Statistical Package for the Social Sciences (SPSS).

Analysis

Descriptive Statistics

The initial stage of the analysis involves presenting the descriptive statistics of the data, which provide a comprehensive summary of the variables, including their mean, standard deviation, and correlations. This step allows for a quick overview of the data. The provided table additionally displays the Cronbach's alpha coefficients for all variables. It is evident that the Cronbach's alpha coefficients for all variables surpass the threshold of 0.7, which is widely recognised as the accepted standard for assessing reliability. Hence, it can be concluded that all the variables under investigation exhibit internal consistency and reliability. Furthermore, the correlation statistics between variables exhibit a moderate level, indicating the absence of multicollinearity concerns within the study's variables.

Variable	Mean	SD	Cronbach's alpha	1	2	3	4	5
Informal Digital Learning of English	3.68	2.67	0.789	1				
Intended effort to learn English	3.01	2.01	0.801	0.57	1			
Self-desire/motivation to learn	2.94	2.32	0.822	0.31	0.25	1		
Social Approval Attitude towards learning English as a Second Language	2.67	1.94	0.799	0.64	0.38	0.26	1	
	3.55	2.34	0.846	0.29	0.27	0.35	0.23	1

Testing of Hypotheses

To examine the hypotheses of the study, a statistical technique known as simple linear regression analysis was employed. This method is commonly used to assess the presence of linear associations between variables under investigation. The initial relationship examined pertained to the correlation between informal digital English learning and the individual's intended level of effort in learning the English language. The first step of regression analysis shows an adjusted R square value of 0.67. This means that informal digital English learning explains 67% of the variation in the dependent variable, which in this case is the intention to learn English. The regression coefficients offer empirical support for either the rejection or acceptance of a given hypothesis.

In this particular instance, it was observed that only the educational aspect of informal digital English learning exhibited a significant association with the intended effort to learn English. This finding supports hypothesis H1c of the study while rejecting hypotheses H1a and H1b. This indicates that the learners predominantly employ educational materials accessible on the internet with the deliberate intention of acquiring proficiency in the English language. The influence of entertainment and socialisation content on individuals' motivation to make efforts to learn the English language is relatively weak.

Therefore, as students are increasingly exposed to a wide range of educational resources on the internet, such as YouTube videos, tutorials, lessons, reading materials, writing tasks, and quizzes, their motivation to acquire English as a second language will correspondingly intensify. The impact of entertainment and socialisation content on students' motivation to learn English as a second language is not uniform, as many students do not perceive such content as serious, and therefore it does not significantly influence their intention to engage in language learning.

Table 2: Regression Analysis (Intended effort to learn English)

Regression Statistics					
Multiple R					0.73
R ²					0.61
Adjusted R ²					0.67
Standard Error					0.43
Observations					316
ANOVA					
	df	SS	MS	F	Significant F
Regression	61	66.37	9.67	61.67	8.9
Residual	39	18.14	0.60		
Total	100	84.51			
	Coefficients	SE	t value	P-value	
Entertainment	0.034	0.29	0.96	0.64	
Socialization	0.024	0.37	1.02	0.21	
Educational	0.026	0.20	3.24	0.02	

P<0.05 (Hair et al., 2007), t> 1.96 (Hair et al., 2007)

The subsequent relationship examined pertained to the informal acquisition of English language skills through digital platforms and its impact on individuals' intrinsic motivation and desire to learn English. The first step of regression analysis shows an adjusted R square value of 0.58. This means that informal digital English learning explains 58% of the variation in the dependent variable, which is self-desire or motivation to learn English. The regression coefficients offer empirical support for either accepting or rejecting a hypothesis. In this particular instance, it was observed that the entertainment and socialisation aspects of informal digital English learning were positively correlated with individuals' self-desire and motivation to learn English. This finding supports hypotheses H2a and H2b of the study while rejecting hypothesis H2c.

This implies that the inclination or drive of an individual to acquire English language proficiency is greatly influenced by the entertainment and socialisation content accessible on the internet. Individuals who are extensively exposed to various forms of media, such as movies, television shows, songs, games, and other entertainment platforms on the internet, are more inclined to cultivate a propensity for acquiring English as a second language. Likewise, individuals who cultivate friendships with English-speaking peers or engage in online socialisation through English-language platforms are inclined to develop the motivation and aspiration to acquire English as a secondary language. However, when it comes to personal aspirations and drive, the educational material accessible on the internet does not exert a substantial influence.

Table 3: Regression Analysis (Self-desire/motivation to learn English)

Regression Statistics					
Multiple R					0.71
R ²					0.55
Adjusted R ²					0.58
Standard Error					0.40
Observations					316
ANOVA					
	df	SS	MS	F	Significant F
Regression	68	60.25	10.36	55.97	12.97
Residual	32	20.24	0.64		
Total	100	80.49			
	Coefficients	SE	t value	P-value	
Entertainment	0.029	0.36	2.64	0.01	
Socialization	0.038	0.28	2.34	0.03	
Educational	0.040	0.43	0.99	0.24	

The third relationship examined in this study pertained to the correlation between informal digital English learning and social approval. The first step of regression analysis shows an adjusted R-square value of 0.70. This means that informal digital English learning explains 70% of the variation seen in the dependent variable, which is social approval. The regression coefficients offer empirical support for either the acceptance or rejection of a given hypothesis. In this particular instance, it was observed that all three factors comprising the independent variable, namely entertainment, socialisation, and education, exhibited a correlation with social approval.

This finding provides support for hypotheses H3a, H3b, and H3c as outlined in the study. This implies that individuals who desire social validation from others may be motivated to acquire proficiency in the English language as a means of assimilating and being embraced by their social group. Consequently, the various forms of online content, such as entertainment, socialisation, and educational materials, exert a substantial influence on their inclination to seek social approval. As individuals are increasingly exposed to such content on the internet, their inclination to seek social approval in order to conform intensifies.

Table 4: Regression Analysis (Social Approval)

Regression Statistics					
Multiple R					0.78
R ²					0.63
Adjusted R ²					0.70
Standard Error					0.52
Observations					316
ANOVA					
	df	SS	MS	F	Significant F
Regression	74	65.67	13.67	50.34	18.67
Residual	26	28.30	0.71		
Total	100	93.97			
	Coefficients	SE	t value	P-value	
Entertainment	0.049	0.27	4.44	0.01	
Socialization	0.024	0.40	3.77	0.04	
Educational	0.034	0.36	2.37	0.02	

The fourth relationship examined pertained to the correlation between informal digital English language learning and individuals' attitudes towards the process of learning English. The first step of regression analysis shows an adjusted R square value of 0.62. This means that informal digital English learning explains 62% of the variation seen in the dependent variable, which is attitude towards learning English. The regression coefficients offer empirical support for either the acceptance or rejection of a given hypothesis. In the present study, it was observed that the three independent variables, namely entertainment, socialisation, and education, were significantly correlated with individuals' attitudes towards learning English.

This finding provides support for hypotheses H4a, H4b, and H4c. The attitude of an individual towards learning English can be shaped by their exposure to various forms of content on the internet. These forms of content encompass educational materials such as written texts, courses, videos, online quizzes, and self-assessment tests. Additionally, entertainment content such as music, movies, TV shows, and games, as well as socialisation content like social media platforms, blogs, and wikis, can also influence one's attitude towards learning the language. One can cultivate a favourable disposition towards acquiring proficiency in the English language by immersing oneself in various manifestations of the language.

Table 5: Regression Analysis (Attitude towards learning English)

Regression Statistics					
Multiple R					0.65
R ²					0.59
Adjusted R ²					0.62
Standard Error					0.59
Observations					316
ANOVA					
	df	SS	MS	F	Significant F
Regression	70	68.20	17.88	63.97	18.67
Residual	30	22.10	0.55		
Total	100	90.30			
	Coefficients	SE	t value	P-value	
Entertainment	0.039	0.29	3.67	0.02	
Socialization	0.022	0.34	3.99	0.01	
Educational	0.019	0.22	4.56	0.03	

Discussion

The primary objective of this research study was to examine the impact of informal digital learning of English, facilitated through various online channels such as educational content, entertainment content, and socialisation content, on students' motivation to learn English as a second language and their attitudes towards the language acquisition process. In order to achieve the intended objective, the present research investigation was undertaken, wherein quantitative data was collected from a sample of 316 students. These individuals were enrolled in an English language course, which was either a compulsory component of their first-year graduate studies or a chosen area of specialisation. The data was gathered through the administration of a survey and subsequently subjected to analysis utilising the statistical software SPSS, employing regression analysis techniques. The findings of the analysis indicated that there was a significant association between the educational aspect of digital English learning and the intended effort to learn.

However, no significant association was found between the entertainment and socialisation aspects and the intended effort to learn. Individuals who actively engage in the acquisition of the English language through digital platforms utilise various educational resources found on the internet. These resources include

accessing English-language content on Wikipedia, utilising Google Translate to search for English words, reading articles and blogs written in English, and participating in online language learning quizzes (Lai, Hu, & Lyu, 2017). The majority of students who express a desire to acquire proficiency in the English language are primarily driven by intrinsic motivation, displaying a lack of reliance on external incentives such as rewards or recognition (Setiyadi, Mahpul, & Wicaksono, 2019; Zeynali, Pishghadam, & Hosseini Fatemi, 2019). Individuals exhibit a preference for acquiring knowledge at their own desired speed by utilising the abundant array of online resources that are accessible to them.

Furthermore, the findings of the study also indicated a significant correlation between the entertainment and socialisation aspects of informal digital English learning and individuals' intrinsic motivation to acquire English as a second language. Exposure to the English language via various platforms, including social media, music, videos, movies, games, blogs, and websites, fosters individuals' inclination and drive to acquire knowledge of the English language. This desire stems from the aspiration to enhance their enjoyment of entertainment sources and engage in international social interactions conducted in English (De Wilde, Brysbaert, & Eyckmans, 2020; Lamb & Arisandy, 2020). Prior studies have also presented empirical support for the role of informal entertainment and socialisation as sources of English language exposure, which in turn foster individuals' heightened interest in learning the language (Costa & Albergaria-Almeida, 2015; Pavia, Webb, & Faez, 2019; Peters et al., 2019).

Moreover, the findings of this research study revealed that informal digital language acquisition in English is also linked to a perception of social acceptance across all three channels of exposure, namely educational content, entertainment content, and socialisation content. These individuals exhibit extrinsic motivation, as they are driven by external factors such as rewards and recognition. The individual expresses a desire to acquire proficiency in the English language with the aim of assimilating into their social environment and obtaining validation from their acquaintances, relatives, colleagues, and other individuals within their social network (Alshenqeeti, 2018; Hussain, Salam, & Farid, 2020). The primary impetus for individuals to acquire proficiency in the English language stems from their desire to integrate into a specific social collective that piques their interest, or due to the perceived significance of societal expectations imposed upon them by external parties.

In addition to this, the findings of the research study also demonstrated a correlation between informal digital English learning and the cultivation of a favourable disposition towards English language acquisition. This implies that individuals' exposure to English through online platforms, such as educational, entertainment, and socialisation sources, has a positive influence on their overall attitude towards the language and their motivation to learn English (Lee, Xie, & Lee, 2021; Mohammed Saeed Mohammed & Kaid Mohammed Ali, 2021; Rahmawati, Drajiati, & Asib, 2021; Temban, Hua, & Said, 2021). The presence of a positive attitude facilitates the acquisition and retention of a language, even in the face of obstacles commonly encountered during the learning process (Getie, 2020).

The informal methods of acquiring proficiency in the English language, such as exposure to English through entertainment, socialisation, and online educational resources, do not impose any prerequisites on learners. This characteristic enhances the enjoyment of the learning experience, leading to a positive attitude towards acquiring English language skills. Consequently, this positive attitude further facilitates the learning process.

Theoretical Implications

This study makes significant contributions to the existing body of knowledge, as informal digital English learning is still a relatively new concept in research. Consequently, further research is needed to examine its effectiveness in diverse contexts and settings. Therefore, this study offers an overview of such research. Furthermore, the concept of motivation holds significant importance in the realm of language acquisition. Therefore, conducting a study on the various factors that contribute to individuals' motivation to learn the English language constitutes a valuable addition to the current body of literature.

The present study also examined various forms of motivation, including intrinsic motivation and extrinsic motivation driven by the desire for social validation, in the context of second language acquisition. This particular aspect of motivation has not been thoroughly investigated in previous research, making the current study a valuable addition to the existing body of knowledge. In addition to this, the existing literature lacks sufficient research on the attitude towards learning English as a foreign language, specifically within the realm of informal digital English learning. As a result, this study holds substantial importance as it contributes to filling this gap in the literature.

Practical Implications

Educational institutions, encompassing schools, colleges, universities, and private language learning centres, can derive valuable insights from the findings of this study regarding the significance of informal exposure to the English language. Such exposure can be facilitated through various educational resources available on the internet, as well as entertainment platforms and socialisation avenues. These resources include, but are not limited to, films, television shows, songs, games, and social media. It is imperative for

these educational institutions to ensure the integration of these accessible sources into the curriculum while also providing students with engaging and stimulating assignments that effectively utilise these sources to enhance their learning experience.

The effectiveness of one-way, teacher-centric communication in traditional classroom environments may be limited in comparison to the potential benefits offered by informal digital sources in terms of motivating students to learn the English language. Hence, it is imperative to employ these resources in order to cultivate students' interest and augment their motivation to acquire proficiency in the English language as a secondary linguistic system.

Limitations and Future Research Directions

The current investigation, akin to other research studies, possesses certain limitations that provide opportunities for future researchers to contribute to the existing body of knowledge. This study adopts a quantitative methodology and focuses on gathering information about the degree of agreement or disagreement that students express in response to the statements provided in the measurement tool. The data was gathered through the distribution of surveys. Future research endeavours can undertake an investigation of this subject matter through a qualitative approach, thereby enabling the utilisation of open-ended inquiries in the form of interviews.

This methodology has the potential to yield a more comprehensive understanding of the underlying factors that drive students' motivation to acquire English as a second language, as well as the various influences that shape their attitudes towards the learning process. Furthermore, future research endeavours may delve into a comprehensive examination of the various forms of instrumental and integrative motivation, with a specific focus on evaluating the impact of informal learning methods on these motivational dimensions.

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