Pop Culture and English Language Learning Motivation among Ab-English Students

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ABSTRACT

The study on Pop Culture and English Language Motivation was a descriptive correlational study conducted among the ninety-five (95) AB-English students at the University of Mindanao-Matina Campus, Davao City. This study aims to discover the prevalent relationship between the use of pop culture and English language learning motivation. Adopted questionnaires were utilized as a research instrument to gather the data, which were analyzed using mean, standard deviation, and Pearson's r correlation. The study also used total population sampling to select the number of respondents. Based on the findings, there is a high level of pop culture use, particularly on other media platforms, such as English cinema, music, and mobile phones. Moreover, AB-English students have a very high integrative and instrumental motivation to learn the language. Finally, the overall correlation for both variables suggest a moderate positive correlation with a threshold of 0.567, implying that learners with a high-level use of pop culture media are more likely to be integratively and instrumentally motivated to learn English, especially when using other media platforms, such as English cinema, music, and mobile phones.

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1. INTRODUCTION

Motivation in language learning is widely known to be an essential factor that can help mobilize learners' personal, cognitive, and behavioral qualities to improve their language learning performance [1]. In L2 acquisition, motivation is a crucial factor to learn a second language successfully as it helps learners accomplish learning activities, which either positively or negatively empower their behavior or purpose during the language learning process [2]. Corsino et al. [3] postulates that language motivation is an efficient indicator of language learning, particularly affecting their level of classroom engagement, persistence to complete the course, the quality of performance and output, and level of achievement during an assessment. Moreover, language learning motivation also serves as a foundation for whether language learners want to continue learning a second language [4]. Thus, if learners lack the motivation to learn the language, it can affect their desire and performance during the language-learning process [4]. Therefore,

acknowledging its significance in language learning and recognizing its underlying effects among language learners may help increase motivation to foster the desire to learn the language [3].

Using technology-based instructional materials during language learning instruction is one of the strategies used to increase motivation in language learning. Language learners are already considered digital natives who are known to be tech-savvy individuals who can seamlessly multitask in the modern information era since they often use technology as an integral part of their everyday lives even in formal and informal learning contexts [1]. The growing use of technological devices enables users to access and integrate any instructional materials at any time. These technologies function for two purposes in the educational contexts: to facilitate learning outside the classroom or other social contexts and to increase motivation through direct engagement to accomplish tasks and activities within and outside the classroom premise. Given its advantage in motivating the learners to learn a target language, integrating it serves as a tool to boost their interests and as an authentic material to enrich the language learning process [5].

Although it is clear that language learning motivation is an indicator that influences success in learning, theorists view motivation in second language learning as limited since they only view it as an element that affects other factors directly influencing the development of SLA [6]. However, constructivists define motivation as emphasizing social contexts and a desire to attain communicative needs when learning the language successfully. Numerous factors in language learning motivation have accounted significantly for learning the language. As such, a way to communicate effectively in the target language community, get a job, improve academic performance, travel conveniently abroad, and receive societal validation [10]. This idea can be rooted in the socio-educational model by Gardner, specifically highlighting two types of motivation: integrative and instrumental. Integrative and instrumental motivation are two significant motivational concepts considered in the success of language learning. Integrative motivation is carried out by the learners' pure interest in learning the language to be part of a particular language community. On the other hand, instrumental motivation is a desire to learn the language for a particular goal or purpose, either for career or academic purposes [7].

Integrative and instrumental motivation is equally essential to language learning success. Students who are both instrumentally and integratively motivated are likely to excel more since they tend to easily understand contexts from English books, movies, music, and other communicative activities, which contributes to their professional careers' success [8,9]. However, different studies have shown contrasting results, indicating that either of the two motivational indicators overpowers the motivational drive of language learners to learn the language.

In a study highlighting the integrative and instrumental motivation of undergraduate language learners, results have shown that most of these learners have higher integrative motivation than instrumental motivation, indicating that they are more driven to learn the language to immerse themselves in the language community [9]. This is supported by the notion that integratively motivated students are identified with a high level of English proficiency since their self-satisfaction drives them to learn the language and immerse more in the culture of the target language community [10]. Furthermore, its basic premise is the learners' willingness to acculturate with the target language community, which helps sustain their long-term motivation to learn the language [2].

However, numerous recent studies have claimed that learners tend to be more instrumentally motivated during language learning for concrete and practical purposes rather than immersing themselves directly in the target language community. This aligns with the claim that instrumental motivation is more prominent than integrative motivation among ESL learners since most want to learn and acquire the English language to prepare themselves for practical and academic purposes [11]. Learners' tendency to be instrumentally motivated anchors to their desire to focus on getting jobs requiring English language proficiency [6]. Moreover, instrumentally motivated learners are also usually manifested in non-English major students since they do not directly focus on learning the language, and they only see language as a form of compliance they need to finish for academic purposes; thus, asserting negative attitudes towards the language and

culture [12]. Hence, this implies that L2 motivation is driven by whether students are influenced by their integrative or instrumental motivation.

Following the rise of trends and the rapid consumption of different forms of media in the 21st century, pop culture became ubiquitous in its use and manifestations. From the consumption of pop culture forms, such as television channels, social networking sites, blogs, music and film genres, and computer games, it is evident how these mediums have entirely dominated the lives of the majority population globally. Language, as one of the functioning factors of culture, has no exemption from these underlying changes. As technologies developed into more engaging and interactive mediums, the spread and use of pop culture have also been considered relevant to the lives of undergraduate students for linguistic purposes [13, 14].

Utilizing pop culture media during English language learning can be considered authentic when teachers integrate them during the language learning process [15]. It is claimed that pop culture becomes a potential language-learning tool that builds meaningful and relevant outcomes in learning since learners can adapt their interests, raise their language motivation, and foster a more learner-centered approach during English language learning [16]. Findings by the Scholarship of Teaching and Learning (SoTL) state that pop culture media increases interest, motivation, learning, and class participation during the learning process [14].

Youth in every generation is usually the main contributor to the global breakthroughs of pop culture in society. In every era, the youth are likely susceptible to changes from the consumption of pop culture media since it is significant to their identity building, especially for adults and the youth who frequently engage in pop culture artifacts or pop-based communities for various purposes, such as self-guided learning materials and entertainment [17,18]. Pop culture artifacts in language learning have been gaining attention from linguistic researchers for their potential to effectively engage learners and stimulate their emotional experiences in the classroom learning setup [19].

Findings by Acharya [20] show that the youth are most likely to be influenced by pop culture media since it reassures their identity to the extent that it already affects their learning patterns in the classroom, particularly their motivation. This claim supports the notion that the dynamic quality of language learning materials integrated with pop culture may help regulate the learners' motivation to learn a language in the classroom [21]. Furthermore, pop culture is a self-explanatory medium used to motivate language learning since most people have different reasons to use this in learning the language; such reasons include expanding learners' awareness of the target language and improving their long-term career development [22]. Hence, pop culture may be a critical factor for second language acquisition and a way to build the learners' English language learning motivation in institutionalized and non-institutionalized contexts [23].

In line with this, this study investigates the relationship between pop culture and English language motivation among AB-English students of the University of Mindanao to shed light on the potential of pop culture media as a language-learning tool and a learning motivator that can drive students to successfully learn the language in terms of their integrative and instrumental motivation through findings and implications in the study.

Studying this will further bridge empirical gaps between pop culture and English language learning motivation and extend to other learning factors, particularly the other affective language learning factors from Krashen's Second Language Acquisition Theory, such as self-confidence and learning anxiety. Second, studying the relationship between the use of pop culture and English language learning motivation will help students see the significance of integrating these media forms to drive their motivation to learn the language to help them see pop culture media as a means for entertainment and as a tool they can use to learn English as a second language successfully. Third, studying this may help teachers in traditional classrooms see the potential pedagogical material they can use to improve students' motivation to incorporate through comprehensible inputs. Finally, studying pop culture and English language motivation will also help stimulate the learners' integrative and instrumental motivation as a form of self-assessment and a career indicator for future purposes.

This descriptive-correlational study investigates the underlying significance of the relationship between the use of pop culture mediums and English language use among AB-English

undergraduate students of the University of Mindanao. Carrying out this study may first describe the perceived level of pop culture usage during English language learning in terms of social media, mass media, and other media. Second, ascertain the respondents' perceived level of English language learning motivation in terms of integrative and instrumental motivation. Lastly, determine the significant correlation between pop culture and English language learning motivation. This study perceives no significant relationship between pop culture and English language motivation among AB-English students as tested through the null hypothesis of 0.05 level of significance.

2. METHOD

2.1. Research Respondents

The research respondents of the study were the Bachelor of Arts in English (AB-English) undergraduate students at the University of Mindanao. The total population is ninety-five (95) divided according to year level consisting of fifty (50) first-year students, twenty (20) second-year students, twenty (20) third-year students, and five (5) fourth-year students currently enrolled in A.Y. 2022-2023. The research study utilized the total population sampling technique. Total Population Sampling is a data sampling method wherein the total sample number to be measured is similar to the total population. Arinkuto [24] argues that if the total population of the study is less than one hundred, the researcher shall measure the entire population. If the total population is more than one hundred, there is no need to analyze all the data. Therefore, since the population of AB-English students at the University of Mindanao is less than one-hundred; hence, the researchers selected the total population as the study's sample size.

2.2. Research Instruments

Adopted survey questionnaires served as the research instrument of the study. The survey questionnaire is divided into two (2) parts. The first part is intended for the attached formal written letter and consent form, signed and acknowledged by the respondents. The second part includes the questionnaire proper, including the instructions, quantifiers, and two sections for each variable, along with the indicators and questionnaires. The first section comprises pop culture and its indicators, such as social media and language, mass media and language, and other media and language, to measure the level of pop culture use. The second section is intended for English language learning motivation with indicators including integrative and instrumental motivation. The researchers presented the instruments to the assigned validators, resulting in a 4.15 mean score, affirming the instrument's content validity.

In this study, the researchers adopted the following research instruments: Popular Culture and English Language (PCEL) questionnaire by Acharya [20] to measure the independent variable and the English Language Learning Motivation adapted from Gardner's Attitude/Motivation Test Battery (AMTB) to quantify the dependent variable. Each adapted questionnaire is measured using an adapted and modified 5-point Likert Scale ranging from Strongly Agree to Strongly Disagree.

For the inferential part, the proponents a 5-point Likert scale to measure the level of pop culture use and English language learning motivation. In measuring the level of pop culture use and English language learning motivation, a set of range of means adapted and modified from the 5-point Likert Scale of Popular Culture and English Language (PCEL) questionnaire by Acharya [20] was utilized to measure the independent variable and Gardner's Attitude/Motivation Test Battery (AMTB) for the dependent variable, whereas, Pearson product-moment correlation determines the prevalent relationship between pop culture and English language learning among AB-English students. The researchers also utilized the gathered data to discuss the underlying implications and recommendations of the study. Lastly, the reliability of the survey questionnaire resulted in a Cronbach Alpha Coefficient of .948 for pop culture usage and .951 for English language learning motivation, pertaining excellent reliability of the research instrument.

2.3. Research Design and Procedures

The study utilized descriptive correlation research, using a nonexperimental design to explain and describe the present and subsequent phenomena. Questionnaire quantification was used to comprehensively investigate the data collected in the research and analyze the data gathered. Moreover, this provides static pictures of situations and establishes the relationship between different variables. This design is appropriate to this study since it aims to measure the significant relationship between the use of pop culture and English language learning motivation among AB-English students [25,26].

Before the researchers gathered the data, the researchers first conducted a pilot test to measure the reliability and feasibility of the research instrument. The researchers conducted the pilot testing on fifteen (15) of the research study's ninety (95) respondents to exhaust the number of respondents following the total population sampling technique. The number of respondents for the pilot testing was conducted within the total population to ascertain whether the research questionnaire best fits the characteristics of the total target population. After the researchers conducted the pilot testing, a questionnaire was validated to measure the research instrument's reliability. With the assistance of the assigned statistician, the Cronbach Alpha Coefficient was determined with a threshold of .948 for pop culture usage and .951 for English language learning motivation, pertaining excellent reliability of the research instrument.

Next, the data gathering was conducted to measure and attain the research instrument's results. Survey questionnaires were disseminated online and face-to-face to the target research respondents within the university premise to gather the data. During the data gathering, the researchers affirm ethical considerations, including consent, confidentiality, and anonymity regarding the identity of the respondents upon disseminating the research instrument. After gathering the data, the researchers compiled, tallied, and analyzed the collected data with the assistance of the appointed statistician. SPSS 19.0 freeware was utilized for the overall statistical analyses. The mean and standard deviation were used to determine the level of pop culture use and English language motivation.

In measuring the level of pop culture usage, the respondents' answers were measured using a range of means with the highest threshold of 4.20-5.00, indicating a very high level of pop culture use, which signifies that the respondents always use pop culture media; 3.40-4.19 for high-level threshold meaning that pop culture media is frequently used; 2.60-3.39 for moderate level corroborating that the use of pop culture media is sometimes manifested; 1.80-2.59 holding a low-level threshold indicating that the respondents seldom use pop culture media; and 1.00-1.79 for a very low-level threshold meaning that respondents never use pop culture media.

On the other hand, the level of English language learning motivation is measured based using the range of means through a 5-point Likert Scale with 4.20-5.00, indicating a very high level of English language learning motivation and is always manifested; 3.40-4.19 for high-level of English language learning motivation, indicating that English language learning motivation among the respondents is frequently manifested; 2.60-3.39 for moderate level meaning English language learning motivation is sometimes manifested; 1.80-2.59 holding a low-level threshold indicating that the respondents' English language motivation is seldom manifested; and 1.00-1.79 for a very low-level of English language lean threshold meaning that respondents English language learning motivation is never manifested.

3. RESULTS AND DISCUSSION

Level of Pop Culture Usage
Table 1 shows the level of pop culture usage perceived by AB-English students through the following indicators: social media, mass media, and other media.

Table 1. Level Pop Culture Usage of AB-English students, n= 95

Indicator	Mean	SD
Social Media and Language	3.78	.489
Mass Media and Language	3.94	.501
Other Media and Language	4.34	.465
Overall	**4.02**	**.398**

The overall mean demonstrates a high level of pop culture usage (M=4.02; S.D= 0.398), indicating that AB-English students usually use pop culture as a media for learning English more than half the time. The findings and results support that students actively use pop culture resources to improve English language proficiency for language teaching and learning [27]. It is also stated that students consciously or unconsciously use pop culture to enhance their English language skills and accelerate language skill improvement. In the same study by Acharya [20], findings from the quantitative data show that pop culture tools like print media, the Internet, television, and Social Networking Sites are frequently used for English language learning as well as an indicator that decisively influences the language environment of the youth in today's generation. Hence, this proves that AB-English students usually use pop culture as a medium for English language learning. In terms of the indicators, the results show that other media, mass media, and social media are the indicators that have the highest to lowest mean. Findings for each indicator contextualize the results anchored to the current study.

The use of other media (M=4.34; SD=0.465) in English language learning was identified as the highest indicator, which suggests that the AB-English students almost always or very few times do not use other media platforms, such as English cinema, English music, and mobile phones as mediums in English language learning to learn new forms of language, improve oral and written forms in English, and motivation to learn the language. Thus, this entails that other media platforms are widely considered by AB-English students as a tool in language learning. This coincides with the claim of Acharya [20] that learners consider English cinema, English music, and mobile phones as powerful mediums for accelerating language skill improvement. Thus, this entails that the frequent use of English cinema is an effective medium for AB-English students since it is perceived that it can be used as an effective teaching/learning tool to help improve and practice their oral skills, vocabulary, interests, and motivation in the English language, which may also enhance their day-to-day verbal communication skills through adapting vocabularies, sentences, and accents from native English speakers [20,28,29]

Moreover, the respondents always use English songs in language learning since this medium is seen as a simple and easy tool for learning the language that may boost their interest in improving their vocabulary mastery, listening skills, pronunciation, and grammar [20, 30,31]. Lastly, learners also use mobile phones due to their convenience as a memory- saving tool to facilitate and motivate English language learning [20,32]. Therefore, the respondents' high use of other media in English language learning can be entailed to its convenience and availability to improve English language learning in terms of vocabulary, grammar awareness, pronunciation, oral communication skills, and language motivation during the English language learning process.

The use of mass media (M=3.94; SD=0.501) as the second highest indicator entails that AB-English students usually use pop culture tools such as the Internet, radio, television, and print

media more than half of the time in English language learning. Acharya [20] claims that mass media impacts the English language environment of learners the most. However, contrary to the given results, AB-English students frequently use mass media, but on certain occasions during English language learning. The result is supported by the notion that most learners only partially use the Internet for educational purposes. However, it is seen as a convenient tool for searching for necessary vocabulary and word meanings to improve and build vocabulary awareness [33]. For television, learners tend to frequently use television for English language learning only when they are interested in the TV show/sitcoms they watch, allowing them to learn new words, phrases, or sentences and improve the quality of understanding of the language [34]. Learners also usually use print media in English language learning depending on their preferred medium; since it is a traditional medium, learners may not be seen using it, and more educational tools are now incorporated with digital technologies [20]. For print media, cartoon strips from newspapers influence students' interests more than any other type of print media since it motivates the learners to be involved in language learning activities through their visual appeal [35]. Lastly, learners only sometimes use radio during language learning since they prefer advanced media forms such as TV and the Internet to traditional technologies [20]. Therefore, the respondents' high use of mass media during English language learning may depend upon the purpose of its use during the English language learning process and whether or not these technologies capture their interests.

Among all indicators, the use of social media (M=3.78; SD=0.489) in English language learning was identified as the third highest pop culture medium with a slight difference with the second highest indicator, which suggests that AB-English students usually use social media more than half the time as a medium for English language learning. This notion is anchored to the findings of Acharya [20], indicating that social media is mainly seen as a medium best used for social connectivity and entertainment rather than a tool for English language learning. Jahromi [36] argues that social media networks are appreciably helpful in enhancing the learners' target language since it is an effective tool for enhancing the English language proficiency of learners. It positively influences their L2 writing, vocabulary, and communication skills through language-related techniques such as correcting mistakes before posting and using translation tools, language learning websites, and applications. It can also be used as an avenue for abbreviations and ungrammatical spellings, which may not be convenient during formal language learning. Moreover, Baniyassen [38] also suggests that social media reduces learning anxiety and increases confidence and motivation during English language learning. Therefore, AB- English students' high use of social media platforms may depend on whether they directly utilize the medium during language learning.

Level of English Language Motivation
Table 2 shows the level of English language motivation perceived by AB- English students through the following indicators: integrative motivation and instrumental motivation.

Table 2. Level of English Language Learning Motivation of AB-English, n= 95

Indicator	Mean	SD
Integrative Motivation	4.52	.489
Instrumental Motivation	4.39	.501
Overall	**4.52**	**.533**

The overall mean of English language motivation (M=4.52; S.D= 0.533) indicates that AB-English students' has a very high level of English language learning motivation in terms of integrative and instrumental motivation. Thus, this denotes that the respondents highly desire to learn English to be an essential part of the target language community and increase career opportunities or successfully pass a course in a school [6]. The findings coincide with the study by Hajeb et al. [7] and Ametova [8], stating that students have both integrative and instrumental motivation influences the desire of learners to learn the language since both instrumental and

integrative motivation plays a significant role in the English language process. In terms of the indicators, findings show that both have the same level of motivation with a slight difference in the mean score, with integrative motivation having a very high threshold of M=4.52 (SD=0.489) and instrumental motivation also having the same level with a mean score of M= 4.39 (SD=0.501). Hence, this contradicts the findings by Nguyen [6] that instrumental factors mainly motivate learners to learn the English language more than integrative factors.

The respondents' level of integrative motivation (M=4.52; SD=0.489) was the highest among the two indicators. Dudekula and Khan [10] claim that self-satisfaction through achievement in language learning believes to be the main factor that drives learners to be integratively motivated to learn the language. An integratively motivated student means they are not pressured to achieve a particular language learning purpose. Sadik [9] supports this claim stating that integratively motivated students tend to have higher English proficiency, while instrumentally motivated students are more likely to be on an intermediate proficiency level. Moreover, having a high level of integrative motivation can be an essential factor in improving various English language learning activities, such as understanding contexts from English books, movies, music, and English-speaking activities, which will eventually help students to become aware of the possible opportunities they can use for future purposes. Therefore, the findings infer that AB-English students' motivation coincides with their very high desire to be part of the target language community with no intention to use it to achieve a particular purpose but rather a genuine intention to learn and master English as a second language.

Instrumental motivation (M=4.39; SD=0.501) was identified as the second indicator with the highest level of motivation in English language learning. This entails that AB-English students have an increased desire to learn the language since they want to learn it for practical purposes. It is believed that students who are instrumentally motivated to learn the language are more likely to have a strong desire to get a job that requires English language proficiency and have the desire to learn to achieve good grades for academic purposes, fluency in the language, attain possible career opportunities, and a higher salary. In short, learners are not motivated to learn and participate in English learning activities because they are curious to acquire the language but rather with a specific goal in mind [6,10,39,40]. Therefore, AB-English students' very high level of instrumental motivation can manifest through their desire to learn the language to achieve a particular goal, either for academic or career purposes.

Correlation between Pop Culture and English Language Learning Motivation
Table 3 shows the relationship between pop culture use and English language learning motivation among AB-English students.

Table 3. Relationship Between Pop Culture usage and English Language Learning Motivation of AB-English

	Correlation
Variables	**English Language Learning Motivation**
Pearson Correlation	
	0.567**
Sig. (2-tailed)	0.01
Pop Culture	

**. *Correlation is significant at the 0.01 level (2-tailed).*
n= 95

The quantified r-value of 0.567 entails a moderate positive relationship between the independent and dependent variables in the given study, indicating an average significant relationship between the use of pop culture and English language motivation among AB-English students. The tally in the given result shows a p-value of 0.01, rejecting the null hypothesis since it

is less than the 0.05 level of significance. Hence, the results from the tally signify that the correlation is statistically significant to the findings that the use of pop culture and English language learning motivation has a moderate positive relationship.

Results from table 1 show that other media has the highest level of pop culture usage (M= 4.34) among the three pop culture indicators, and integrative motivation (M= 4.52), as cited in table 2, shows the highest level of English language learning motivation. The findings establish that AB-English students almost always use other media platforms, specifically English cinema, music, and mobile phones, to increase their motivation to learn the language in order for them to successfully achieve English language learning without any pressure in achieving language learning goals in mind. Likewise, they see other media forms as potential English language learning tools [20]. This implication is anchored to the findings by Rawal [22], stating that pop culture media tend to motivate students to learn the language since they have a strong desire to know more about the culture of native speakers and are willing to develop their language proficiency to gain global knowledge. Nguyen [6] supports this notion, claiming that students with high integrative motivation integrate easily into English-speaking communities through other media forms like movies and pop music.

The findings also show that mass media (M= 3.94) and social media (M= 3.78) are the succeeding indicators that AB students usually use to learn the language more than half of the time and reveal a very high level of instrumental motivation in learning the English language. Thus, this implies that the respondents also utilize mass media and social media to be instrumentally and integratively motivated to learn the language; however, this depends on whether their purpose is to use these media for English language learning directly or not. A very high level of instrumental motivation (M= 3.78) also suggests that AB-English students not only use pop culture media with a desire to be part of a target language community but also to acquire language to achieve either academic or career goals. This implication coincides with Gardner's Motivation Theory, as cited by Nguyen [6], stating that motivation in language learning should be a combination of effort, a favorable attitude, and the desire to achieve a goal during the language learning process.

4.   CONCLUSION

This study explores how pop culture media influences AB-English students' English language learning motivation. A primary finding of the study shows that pop culture has been an important tool that can boost the interest and motivation of students to learn the language, particularly the use of other media forms, such as cinema, music, and mobile phones, as language learning tools. Given its very high level of use, the findings perceive that learners use these media tools to accelerate language skill improvement, develop their daily oral and vocabulary skills, and boost their desire to learn the language through adapting habits they acquire from its consumption. The use of mass media and social media are also frequently used media forms in learning a second language. However, although the findings indicate a high level of usage of these media forms, it is revealed that their frequent use may depend on whether these technologies capture their interests or they see it beyond as an entertainment media form they can use to learn the language.

On the other hand, AB-English students are integratively and instrumentally motivated to learn the language. This finding denotes that they both have a very high level of motivation to learn the language with a genuine intention to master a language to immerse in a target language community and succeed in a particular academic and career goal. However, the results show that the level of language motivation among respondents leans more toward their integrative motivation, which indicates that they are more motivated to learn the English language since they want to be part of a target language community and genuinely want to master English as a second language. This conclusion aligns with the fact that AB-English students directly study the language for personal and career purposes.

Given the underlying results on the levels that coincide with both variables, findings have revealed a moderate positive relationship between the use of pop culture and English language learning motivation among AB-English students. The findings indicate that the respondents use pop culture media, particularly English cinema, music, and mobile phones, to increase their

motivation to learn the language in order for them to successfully achieve English language learning without any pressure in achieving language learning goals in mind. The findings also perceive that learners see the potential of pop culture as a tool that can boost their desire to learn the language. The overall findings coincide with Vygotsky's Sociocultural Theory and Krashen's Input Hypothesis, which points out that symbols and tools emerging within a language can be comprehensible input and can positively influence the language learning process [70]. Therefore, this implies that learners with a high-level use of pop culture mediums are more likely to be integratively and instrumentally motivated to learn English, especially when using other media platforms, such as English cinema, music, and mobile phones.

As underscored by the given findings of the study, the proponents propose the following recommendations:

Language learners are encouraged to consider these media forms as a practical learning tool they may use to accelerate their language learning skills given that they must be aware of the difference between its use for language learning and entertainment use, especially when they are using mass media and social media for language learning. Thus, language learners must set their priorities if they want to integrate these media during their language learning process to attain a very high level of English language motivation when learning the language.

Teachers and future educators are encouraged to consider using pop culture as a medium in English language learning, especially now that the pedagogical tools have rapidly become more digitally inclined. As emerging studies have considered pop culture as authentic learning materials, they can use these tools to improve the teaching-learning process in the classroom, especially in motivating learners. Using other media platforms, such as English cinema, music, and mobile phones, are tools that the teachers may integrate during the language learning process. Teachers can use these media by using these tools as comprehensible inputs for language learning activities within and outside the classroom. Finally, teachers may also use these platforms to increase the learners' desire to be integratively and instrumentally motivated to learn the language.

Future researchers may utilize this research study as a reference to explore the potential of pop culture media as a practical learning tool to improve English language learning. The proponents recommend that the researchers utilize other variables aligned with English language learning, especially the other affective factors from Krashen's Second Language Acquisition Theory, including self-confidence and anxiety, so that studies on pop culture use may expand into a broader scope. Second, future researchers are encouraged to consider conducting this study using a mixed method to contextualize not only the quantitative response of the learners but also to scrutinize the perspectives of learners directly. Moreover, future researchers may consider possible research gaps, including the sample size, scarcity of related studies, demographic, and time frame while conducting the survey. Lastly, since the AB-English course directly focuses on learning the English language, future researchers are encouraged to consider other non-English-related courses as respondents in the study to see whether or not the results vary and delve further into research studies on pop culture as a tool in language learning.

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