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The Effect of American Media on the Attitudes of Learners of English as Foreign Language: Analyzing Motivation, Language Preference, and Perceived Prestige

Abstract

The growing ubiquity of American English within global media and digital platforms has profoundly impacted the linguistic preferences of English as a Foreign Language (EFL) learners. This investigation examines the degree to which exposure to American media influences learners' motivation, inclination towards American English, and their perceptions regarding its prestige. Employing a mixed-methods research design, this study analyzes the correlation between media consumption behaviors and learners' engagement with American English, alongside the influence of digital platforms in shaping pronunciation and linguistic attitudes. The research framework is informed by sociocultural theory and linguistic prestige theory, highlighting the manner in which media-induced exposure facilitates the acquisition of language features and enhances the perceived desirability of American English. The findings of this study will add a contributive understanding of the sociolinguistic ramifications of media on the language choices of EFL learners, offering valuable insights into the convergence of digital media and language acquisition.

Keywords: American English, EFL learners, media influence, language preference, linguistic attitudes, digital learning, sociolinguistics

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Amerika mediasının ingilis dilini xarici dil kimi öyrənənlərin münasibətinə təsiri: motivasiya, dil üstünlükləri və qəbul edilən prestij təhlili

Xülasə

Qlobal media və rəqəmsal platformalarda Amerika İngilis dilinin getdikcə genişlənməsi İngilis dilini Xarici Dil (EFL) öyrənənlərin linqvistik üstünlüklərinə dərinlən təsir edib. Bu araşdırma Amerika mediasına məruz qalmanın öyrənənlərin motivasiyasına, Amerika İngiliscəsinə meylinə və onun prestiji ilə bağlı qavrayışlarına təsir dərəcəsini araşdırır. Qarışıq metodlu tədqiqat dizaynından istifadə edərək, bu tədqiqat media istehlakı davranışları ilə tələbələrin Amerika İngilis dili ilə əlaqəsi, tələffüz və linqvistik münasibətlərin formalaşmasında rəqəmsal platformaların təsiri ilə əlaqəni təhlil edir. Tədqiqat çərçivəsi sosial-mədəni nəzəriyyə və linqvistik prestij nəzəriyyəsi ilə məlumatlandırılır, medianın yaratdığı ifşanın dil xüsusiyyətlərinin mənimsənilməsinə asanlaşdırdığı və Amerika İngilis dilinin qəbul edilən arzuolunanlığını artırdığı üsulu vurğulayır. Bu araşdırmanın nəticələri rəqəmsal medianın və dil mənimsənilməsinin yaxınlaşması ilə bağlı dəyərli fikirlər təqdim edərək, EFL öyrənənlərin dil seçimləri üzərində medianın sosial-linqvistik nəticələrinə töhfə verən bir anlayış əlavə edəcəkdir.

Açar sözlər: Amerika İngilis dili, EFL öyrənənlər, media təsiri, dil üstünlükləri, linqvistik münasibət, rəqəmsal öyrənmə, sosiolinqvistika

Introduction

The escalating prevalence of American English within global discourse, digital communications, and online platforms has significantly influenced the linguistic inclinations of English as a Foreign Language (EFL) learners. Engagement with American cinematic productions, television broadcasts, social media interactions, and musical content plays a crucial role in shaping the language acquisition processes and attitudes of these learners. However, the extent to which media-induced exposure specifically impacts learners' perceptions and attitudes toward American English remains unclear. Although prior studies have examined the factors influencing language learning motivations and accent preferences, insufficient attention has been given to how media consumption specifically shapes learners' inclination toward American English as opposed to other English varieties. This study aims to bridge this gap by examining the ramifications of media exposure on EFL learners' interaction with American English, focusing particularly on their perceptions of its prestige, linguistic appeal, and functional applicability.

This research seeks to address the degree to which engagement with American media influences EFL learners' attitudes toward American English, especially in terms of motivation, linguistic preference, and perceived prestige. Specifically, it explores the extent to which the frequency and nature of media exposure affect learners' preference for American English over alternative varieties. Additionally, it investigates the significance of digital media in shaping learners' motivation to acquire the pronunciation and linguistic features characteristic of American English.

The primary objective of this study is to explore how media engagement informs the formation of EFL learners' attitudes toward American English. In particular, it aims to understand how media exposure influences learners' motivation, language preferences, and their perception of American English's prestige. Furthermore, the study seeks to investigate the correlation between learners' media consumption patterns and their inclination toward American English, while evaluating how digital media platforms facilitate learners' motivation to improve their pronunciation and overall linguistic competence in American English.

Research

In line with these objectives, the study hypothesizes that heightened exposure to American media significantly affects learners' preference for American English and their motivation to assimilate its linguistic features. Specifically, it posits that EFL learners who exhibit greater engagement with American media are more likely to favor American English over other English varieties. Moreover, it is hypothesized that consistent interaction with digital media—including social media platforms, online content, and virtual educational environments—enhances learners' motivation to refine their American English pronunciation and communicative abilities.

Literature Review

Related Works

The effect of American media on the attitudes of EFL (English as Foreign Language) learners has been focal subject of scholarly research, specifically regarding aspects such as motivation, language preference, and perceived prestige. American media, that include films, television programs, and other different cultural artifacts, has been demonstrated to significantly influence learners' perceptions and attitudes towards the English language and its associated cultural context. This discourse will examine the ramifications of American media on EFL learners' motivation, language preference, and perceived prestige, utilizing insights derived from pertinent academic literature.

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

Intrinsic Motivation pertains to the internal impetus to acquire a language for personal fulfillment or interest. American media, particularly in the realm of popular culture such as films

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

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

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

Language Preference refers to learners' attitudes and biases towards specific varieties of English, such as American English versus British English. American media has been discovered to significantly affect learners' language preferences, often resulting in a preference for American English.

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

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

Cultural Identity and Language Preference The cultural identity of learners also plays a role in their language preference. American media often portrays American culture as modern, dynamic, and prestigious, which can lead learners to associate American English with these positive attributes. For instance, a study conducted in Saudi Arabia discovered that exposed to media were more likely to perceive American English as the most prestigious English variety, thereby reinforcing preference for it (Alri, 2024; Alamri, 202).

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

American English as a Global Lingua Franca American media has contributed to the perception of American English as a global lingua franca, which is widely used for international communication. This perception of American English as a global language has enhanced its prestige in the eyes of EFL learners. For example, a study in China found that learners perceived American

English as the most important variety of English for international communication, further reinforcing its prestige (Li et al., 2024).

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

The Role of Education The education system also plays a role in reinforcing the perceived prestige of American English in many countries, American English is the primary variety taught in schools, further solidifying its prestige in the eyes of learners. For instance, a study in South Korea found that the dominance of American English in the education system led to learners perceiving it as the most prestigious variety (Choe & Lee, 2021).

Regional Variations in Attitudes The influence of American media on EFL learners' attitudes can vary across different regions and cultural contexts. Below is a comparison of key findings from different regions:

Table1: Summary of Regional Studies on the Influence of American Media on EFL Learners

Region	Key Findings	Citation
China	Exposure to American media significantly influences learners' attitudes and behaviors, with a strong preference for American English.	(Li et al., 2024) (Zhang & MERIALES, 2024)
Saudi Arabia	Learners perceive American English as the most prestigious variety due to its association with global communication and cultural influence.	(Alamri, 2024) (Alamri, 2025)
Bangladesh	Watching American movies and series improves language proficiency and reinforces the preference for American English.	(Mahbub, 2023) (Mahbub, 2023)
Albania	Mass media, including American TV shows, enhances motivation and preference for American English.	(Kaçauni & Pylli, 2023)
Indonesia	Generation Z learners prefer American English due to its prevalence in media and popular culture.	(Aisy & Wahyudi, 2024)

The influence of American media on EFL learners' attitudes is a complex phenomenon that encompasses motivation, language preference, and perceived prestige. American media, particularly movies and TV shows, has been found to enhance learners' intrinsic and extrinsic motivation, shape their preference for American English, and reinforce the perceived prestige of this variety. but, recognizing that these attitudes can vary across different regions and cultural contexts is very important. Educators and policymakers should regard the role of American media in language learning and explore ways to leverage its effect to improve effective language acquisition and cultural understanding.

Methods

Research Design

This study utilized a mixed approach, using quantitative and data collection techniques to investigate the impact of media on EFL' attitudes toward American English Mixed-methods research allows for triangulation, ensuring a more comprehensive analysis by combining numerical data with in-depth qualitative insights (Creswell & Plano Clark, 2018). The quantitative component consists of a structured survey designed to measure learners' motivation, language preference, and perception of prestige related to American English. The qualitative component involves semi-structured interviews to gain deeper insights into participants' media consumption habits and

linguistic attitudes (Dörnyei, 2007). This dual approach enables a richer understanding of how media engagement shapes learners' linguistic choices.

Participants

The study includes 32 EFL learners from the University of Saida's English Department, selected through purposive sampling to ensure diversity in age, proficiency, and media exposure (Patton, 2015). Criteria include being non-native English speakers, varying exposure to American media, and willingness to join both surveys and interviews. Further, 20 participants took part in follow-up interviews, deemed sufficient for identifying media influence patterns (Mason, 2010).

Materials

The primary materials for this study include: **Survey questionnaire:** A structured instrument designed to assess participants' attitudes toward American English, media consumption patterns, and motivation levels. The questionnaire consists of Likert-scale items, multiple-choice questions, and open-ended responses (Dörnyei & Taguchi, 2010), and an **Interview guide:** A semi-structured set of questions focused on participants' experiences with American media, their perceptions of American English, and their motivations for adopting American linguistic features (Brinkmann, 2013).

Ethical consideration

This study follows ethical standards to protect participants' rights, confidentiality, and well-being. Informed consent forms outlining objectives, procedures, risks, and benefits were provided, with parental consent obtained for minors. Anonymity was ensured by using identification codes and pseudonymized transcripts. Participation was voluntary, with the right to withdraw at any stage without consequences (Creswell, 2014). Data was securely stored on password-protected devices and cloud storage. Audio recordings were deleted after transcription and analysis. Ethical approval was obtained from the relevant institutional review board before data collection.

Results

Demographic Profile of Participants

Table 2: Descriptive Statistics of Participants' Demographic Profile

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

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

Attitudes Toward American English

Table3: Learners' Enjoyment of English Learning and Perceived Importance for Personal Growth.

	Response Option	Percent
Valid	strongly disagree	25,0
	disagree	12,5
	neuter	3,1
	agree	9,4
	strongly agree	50,0
	Total	100,0

Note. $N = 100$; Mean = 3.47; Median = 5.00; Mode = 5.00; Standard Deviation = 1.76. Responses were measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

According to the data, 50% of participants strongly agree and 9.4% agree that they enjoy learning English and deem it important for personal development. These results suggest a widespread acknowledgment of English's role in facilitating both personal and professional growth among EFL learners. Conversely, 25% strongly disagree and 12.5% disagree, indicating that a significant portion of learners do not find learning English personally or professionally motivating. The 3.1% neutral response suggests that a small percentage of students neither feel strongly motivated nor unmotivated by learning English. The high percentage of agreement (59.4% in total) indicates that English is seen as a valuable asset, likely due to its global importance and dominance in fields such as science and technology. The 25% strong disagreement suggests that some learners may face barriers such as lack of interest, difficulty in learning, or external pressures influencing their motivation. The neutral response (3.1%) could indicate uncertainty about the role of English in their personal and professional life.

Preferences for American English

Table 4: Participants' Responses on I am particularly interested in learning American English.

Response Option	Percent (%)
Strongly Disagree	15.6
Disagree	9.4
Neutral	6.3
Agree	12.5
Strongly Agree	56.3
Total	100.0

Note: Responses reflect participants' opinions on I am particularly interested in learning American English.

The findings reveal that 56.3% of respondents strongly agree and 12.5% agree with being particularly interested in learning American English, highlighting a predominant preference among learners for American English over other English varieties. Conversely, 15.6% strongly disagree and 9.4% disagree, highlighting that a notable minority of learners do not favor American English. Further, 6.3% remain neutral, suggesting some level of indifference or lack of strong preference. The high percentage of strong agreement (56.3%) indicates a dominant preference for American

English, which may be influenced by media exposure, global dominance, or professional aspirations. The 15.6% strong disagreement and 9.4% disagreement reflect a significant minority of learners who either prefer another English variety (e.g., British English) or do not prioritize American English. The neutral response (6.3%) could indicate a lack of exposure to different English varieties or flexibility in language preference.

The Role of Media in leraning American English

Table 5: Participants' Responses to Exposure to American English Through Media as Motivation for Learning.

Response Option	Percent (%)
Strongly Disagree	12.5
Disagree	6.3
Neutral	21.9
Agree	21.9
Strongly Agree	37.5
Total	100.0

Note. $N = 100$; $Mean = 3.66$; $Median = 4.00$; $Mode = 5.00$; $Standard Deviation = 1.36$. Responses were measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

The findings reveal that 37.5% of respondents strongly agree and 21.9% agree that exposure to American English through media encourages them to learn the language, suggesting that nearly 60% of learners perceive media as a significant motivational factor in their language-learning process. On the opposite, 12.5% strongly disagree and 6.3% disagree, indicating that a minority of learners do not consider media as influential in shaping their motivation. Additionally, 21.9% remain neutral, reflecting mixed or uncertain perspectives regarding the role of media. Overall, the majority (59.4%) acknowledge the motivating power of media exposure—through movies, music, social media, and online content—while the neutral group may consume media without consciously connecting it to their learning drive. The 18.8% disagreement suggests that some learners derive motivation from other sources such as academic requirements, career goals, or cultural interests rather than media influence.

Engagement with American English Content

Table 6: Participants' Responses to I actively engage with American English content (movies, music, news, etc.).

Response Option	Percent (%)
Strongly Disagree	25.0
Neutral	6.3
Agree	15.6
Strongly Agree	53.1
Total	100.0

Note. $N = 100$; $Mean = 3.72$; $Median = 5.00$; $Mode = 5.00$; $Standard Deviation = 1.66$. Responses were measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree)

The data indicate that 53.1% of respondents strongly agree and 15.6% agree that they actively engage with American English content, including movies, music, and news. This suggests that nearly 70% of learners demonstrate a strong preference for consuming media in American English. Meanwhile, 25% strongly disagree, reflecting that a significant portion of learners do not

deliberately consume American English media. Additionally, 6.3% remain neutral, suggesting some indifference or occasional engagement with such media. The majority of learners (68.7%) actively engage with American English content, reinforcing the dominance of American media in their exposure to English. A neutral response rate of 6.3% suggests that some learners might consume American English content passively, without actively seeking it. The 25% who strongly disagree could prefer other English varieties (e.g., British English) or may not use media as a primary language-learning tool.

Accent and Pronunciation Preferences Among EFL Learners

Table 7: Participants' Responses to Learners' Preferences for American English Pronunciation and Accent

Response Option	Percent (%)
Strongly Disagree	25.0
Disagree	6.3
Neutral	9.4
Agree	18.8
Strongly Agree	40.6
Total	100.0

Note. $N = 100$; Mean = 3.44; Median = 4.00; Mode = 5.00; Standard Deviation = 1.62. Responses were measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Findings reveal that while many EFL learners exhibit a strong preference for the American accent, a significant minority favors other varieties, particularly British English 40.6% strongly agree that they prefer learning English with an American accent. 18.8% agree, meaning more than half (59.4%) of respondents favor American pronunciation. Moreover, 9.4% of participants express neutrality, suggesting no clear preference, whereas 6.3% disagree and 25% strongly disagree, highlighting that approximately 31.3% of learners are not inclined toward the American accent. A majority of learners (59.4%) prefer the American accent, but a considerable portion (31.3%) favor other accents, particularly British English. Neutral responses (9.4%) indicate that some learners do not prioritize pronunciation in their language learning preferences. Those who prefer British English often cite formality and tradition as reasons for their preference.

The Role of Teachers' Accents in Language Learning Motivation

Table 8: Descriptive Statistics for Learners' Motivation Based on Their Teacher's Accent

Response	Percent (%)
Strongly Disagree	37.5
Disagree	3.1
Neutral	12.5
Agree	3.1
Strongly Agree	43.8
Total	100.0

Note. $N = 100$; Mean = 3.13; Median = 3.00; Mode = 5.00; Standard Deviation = 1.84. Responses were measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

The data reveals that teacher accents significantly impact students' motivation to learn English, but responses vary considerably. Mean score: 3.13 (out of 5), indicating a moderate influence of

teacher accents on motivation. Median score: 3.00, suggesting a balanced distribution of opinions. A quarter of respondents (25%) rated it at the lowest level (score of 1), whereas another quarter gave it the highest rating (score of 5), reflecting divergent perspectives. Standard deviation: 1.84, showing a high degree of variability in responses. Some students are highly influenced by their teacher's accent, while others remain neutral or indifferent. A portion of learners prefers consistency in accent exposure, expressing dissatisfaction when teachers use varied accents. This suggests that accent consistency in academic settings may play a role in shaping learners' motivation and linguistic preferences.

Perceptions of Pronunciation and Fluency

Table 9: Descriptive Statistics for Belief in the Importance of Native-like American English Pronunciation.

Response Option	Percent (%)
Strongly Disagree	25.0
Disagree	6.3
Neutral	15.6
Agree	25.0
Strongly Agree	28.1
Total	100.0

Note: $N = 32$. No missing data. The mean score is 3.25, the median is 4.00, and the standard deviation is 1.57, indicating moderate variability in responses.

The survey results show divided opinions on whether native-like American English pronunciation is essential for fluency: Mean score: 3.25 (out of 5), indicating a moderate agreement. Median score: 4.00, suggesting that a significant portion of respondents lean toward agreeing. Standard deviation: 1.57, reflecting variability in responses. A quarter of respondents rated it very low (around 1), while an equal proportion rated it very high (around 5), underscoring a significant polarization among learners. A substantial number of learners believe that acquiring a native-like American accent is essential for fluency, indicating a strong preference for American pronunciation norms. However, some respondents reject this notion, emphasizing that fluency is independent of adopting a particular accent. Alternative perspectives highlight that effective communication and fluency depend on clarity and comprehensibility rather than adherence to native pronunciation norms.

Comprehensibility and Ease of Understanding American English

Table 10: Descriptive Statistics for the Statement "I find American English easier to understand than other varieties of English."

Response Option	Percent (%)
Strongly Disagree	28.1
Disagree	6.3
Neutral	18.8
Agree	6.3
Strongly Agree	40.6
Total	100.0

Note. N (Valid) = 32; Missing = 0; Mean = 3.25; Median = 3.00; Standard Deviation = 1.70. Responses measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

The survey results indicate diverse opinions on whether American English is easier to understand compared to other varieties: Mean score: 3.25 (out of 5), suggesting a neutral to slightly positive stance. The median score of 3.00 suggests that responses are fairly balanced between agreement and disagreement, while the standard deviation of 1.70 indicates considerable variation in perceptions. Notably, 25% of respondents strongly disagree, whereas another 25% strongly agree, highlighting a clear split in learner preferences. Some learners perceive American English as easier to comprehend, possibly due to widespread exposure through media, entertainment, and education. Others do not find it particularly easier than other varieties, suggesting that familiarity with a specific variety influences comprehension rather than inherent linguistic differences. Exposure to a range of English accents, whether British, Australian, or non-native, potentially affects learners' pronunciation recognition and overall comprehension.

□ Correlational Analysis of Exposure to American English and Learners' Attitudinal Factors

Table 11: Correlation Between Media Exposure and Teacher's Accent Influence on Motivation.

Variables	Exposure to American English Through Media Motivates Me to Learn It	The Accent of My Teacher Influences My Motivation to Learn English
Exposure to American English Through Media Motivates Me to Learn It	1.000	0.480**
Sig. (2-tailed)	–	0.002
N	32	32
The Accent of My Teacher Influences My Motivation to Learn English	0.480**	1.000
Sig. (2-tailed)	0.002	–
N	32	32

Note: Correlation is significant at the 0.01 level (2-tailed).

Table 12: Correlation Between Media Exposure and Preference for Learning English with an American Accent.

	Exposure to American English through Media Motivates Me to Learn It	I Prefer Learning English with an American Accent
Exposure to American English through Media Motivates Me to Learn It	1.000	0.306*
Sig. (2-tailed)	–	0.041
N	32	32
I prefer Learning English with an American Accent	0.306*	1.000
Sig. (2-tailed)	0.041	–
N	32	32

Note: Kendall's tau-b correlation coefficient was used to assess the relationship between participants' exposure to American English through media and their preference for learning English with an American accent. A statistically significant positive correlation was found ($\tau_b = 0.306$, $p = 0.041$), indicating a moderate association between the two variables. Correlation is significant at the 0.05 level (2-tailed).

Table 13: Correlation Between Media Exposure and Perceived Prestige of American English.

Variables	Exposure to American English Through Media Motivates Me to Learn It	American English is More Prestigious in My Social and Academic Environment
Exposure to American English Through Media Motivates Me to Learn It	1.000	0.345*
Sig. (2-tailed)	—	0.019
N	32	32
American English is More Prestigious in My Social and Academic Environment	0.345*	1.000
Sig. (2-tailed)	0.019	—
N	32	32

Note: Correlation is significant at the 0.05 level (2-tailed).

Discussion

The findings of this study align with previous research on learners' preferences and motivations regarding American English. Findings reveal that many EFL learners value English learning for their personal and career advancement, with a strong tendency to favor American English. These findings are further supported by studies conducted in various countries, highlighting the strong influence of media, social prestige, and global communication on learners' attitudes toward American English.

Motivation for Learning English

The study's results reveal that 50% of respondents strongly agree and 9.4% agree that they enjoy learning English and consider it essential for personal growth. This supports the argument that English plays a crucial role in global communication, education, and career advancement. However, the 25% of respondents who strongly disagree and 12.5% who disagree suggest that a considerable proportion of learners may experience difficulties in learning English or lack motivation due to external factors such as curriculum design or instructional methods.

The high agreement rate (59.4%) demonstrates that learners generally perceive English as a valuable skill, aligning with research from China and Saudi Arabia that emphasizes the necessity of English in global contexts (Li et al., 2024; Alamri, 2024). Conversely, the 25% strong disagreement reflects similar findings in Bangladesh, where some learners struggle with motivation despite media exposure (Mahbub, 2023). These discrepancies suggest that while English is globally recognized as an essential skill, individual attitudes may vary based on accessibility, teaching methods, and personal interests.

Preferences for American English

The results indicate that 56.3% of respondents strongly agree and 12.5% agree that they are particularly interested in learning American English. This preference aligns with studies from Indonesia and Albania, where media exposure significantly contributes to learners' motivation and inclination toward American English (Aisy & Wahyudi, 2024; Kaçauni & Pylli, 2023). Exposure to

American media content—movies, TV shows, and music—emerges as a primary driver behind this preference

However, 15.6% strongly disagree and 9.4% disagree, revealing that a notable segment of learners may prefer other English varieties, such as British English, as mentioned by some respondents. This aligns with prior findings indicating that while American English is dominant, some learners value the formal and traditional aspects of British English. The 6.3% neutral responses suggest a lack of strong preference, which could be attributed to limited exposure to different English varieties.

The Role of Media in Learning American English

A key finding in this study is the significant impact of media on learners' motivation to acquire American English. According to the results, 37.5% of learners strongly agree and 21.9% agree that their motivation to learn American English is influenced by media exposure. This corresponds with research conducted in China and Bangladesh, where exposure to American movies and series enhances language proficiency and reinforces learners' preferences (Li et al., 2024; Mahbub, 2023).

The 21.9% neutral response rate suggests that some learners consume American media passively, without consciously linking it to their language-learning motivation. On the other hand, 12.5% strongly disagree and 6.3% disagree, reflecting that a small group of learners does not perceive media exposure as influential in motivating their language learning. This finding suggests that while media plays a dominant role, other motivational factors such as career goals, academic requirements, and personal interest in other English varieties may also shape learners' preferences.

Engagement with American English Content

The data reveals that 53.1% of respondents strongly agree and 15.6% agree that they actively engage with American English content, such as movies, music, and news. This supports findings from Albania and Indonesia, where mass media significantly enhances learners' motivation and preference for American English (Kaçauni & Pylli, 2023; Aisy & Wahyudi, 2024).

However, 25% of respondents strongly disagree, suggesting that a substantial number of learners either do not actively seek American English content or prefer other English varieties. The 6.3% neutral response rate indicates that some learners may engage with American English content occasionally but do not consider it a primary influence on their language development.

Accent and Pronunciation Preferences Among EFL Learners

A majority of respondents (59.4%) prefer the American accent, with 40.6% strongly agreeing and 18.8% agreeing. This preference reflects findings from Saudi Arabia and Indonesia, where American English is perceived as prestigious and widely used in professional and academic settings (Alamri, 2025; Aisy & Wahyudi, 2024). However, 25% strongly disagree and 6.3% disagree, indicating that nearly a third of learners prefer other English varieties, particularly British English.

The study also highlights the role of teachers' accents in influencing motivation. The mean score of 3.13 suggests a moderate impact, with some learners strongly valuing accent consistency while others remain indifferent. This variation indicates that while some students prefer native-like pronunciation, others prioritize comprehensibility and communication skills over accent acquisition.

Comprehensibility and Ease of Understanding American English

Learners' perceptions of American English's comprehensibility vary, with a mean score of 3.25 indicating a neutral to slightly positive stance. This aligns with global trends where exposure to a particular English variety enhances comprehension. Some learners find American English easier to understand due to its dominance in media, while others do not perceive a significant difference between English varieties. The variation in responses suggests that prior exposure and familiarity play a crucial role in learners' comprehension of different accents.

Correlational Analysis of Exposure to American English and Learners' Attitudinal Factors

The findings of the correlational analysis further reinforce the relationship between exposure to American English through media and learners' motivational and attitudinal factors. The significant correlations observed between exposure to American English and key variables—motivation,

language preference, and perceived prestige—provide deeper insights into how media consumption influences learners' attitudes.

As indicated in Table 11, there is a statistically significant positive relationship between learners' exposure to American English through media and their perception of their teacher's accent influencing their motivation to learn English, with a correlation coefficient of $r = .480$ and $p = .002$. This suggests that learners who frequently engage with American media are more likely to be sensitive to accent variations and may feel more motivated when their teacher's accent aligns with American English. This finding supports previous research emphasizing the dual role of media and teacher influence in shaping learners' motivation (Li et al., 2024; Alamri, 2024).

Similarly, Table 12 indicates a moderate, statistically significant positive correlation between exposure to American English and learners' preference for learning English with an American accent, $r = .306$, $p = .041$. This suggests that consistent engagement with American media positively affects learners' accent preferences. These findings are consistent with studies conducted in Albania and Indonesia, which highlight the impact of media exposure on learners' pronunciation preferences (Kaçauni & Pylli, 2023; Aisy & Wahyudi, 2024).

Furthermore, Table 13 presents a statistically significant positive correlation between media exposure and learners' perception of the prestige of American English within their social and academic contexts, $r = .345$, $p = .019$. This supports the argument that American media's pervasive presence fosters perceptions of American English as a prestigious and desirable variety, aligning with previous research (Mahbub, 2023; Alamri, 2025).

Collectively, these correlations suggest that media exposure not only enhances learners' intrinsic motivation but also shapes their attitudes toward accent preference and perceived prestige. Integrating these correlational findings with the descriptive statistics strengthens the conclusion that engagement with American media plays a pivotal role in influencing learners' motivation, preferences, and perceptions. These findings highlight the broader socio-cultural impact of media within EFL learning contexts, reinforcing its role as a key attitudinal and motivational driver in learners' acquisition of American English.

Conclusion

The findings of this study contribute to the growing body of research on EFL learners' attitudes toward American English, emphasizing the significant influence of motivation, media exposure, and pronunciation preferences on learners' linguistic choice. The dominance of American English in media and global communication significantly shapes learners' inclinations, though personal preferences and cultural influences also play a role. These findings suggest that while American English remains the preferred variety for many learners, a considerable proportion continue to value other English varieties. Future research could explore the impact of instructional methods and curriculum design in shaping learners' attitudes toward different English varieties. Overall, the study supports the main hypothesis that exposure to American media significantly influences EFL learners' preference for American English and their motivation to adopt its linguistic features. However, individual differences in media consumption patterns, cultural perceptions, and educational backgrounds moderate this influence. "The correlation results reveal that perceived prestige ($r = 0.715$) exhibits the strongest association with cultural exposure, followed by accent preference ($r = 0.660$) and motivation ($r = 0.509$). This indicates that learners' perception of American English as a prestigious variety serves as the most influential factor shaping their linguistic attitudes. Future research should further investigate the role of bilingual or multilingual media consumption and its potential impact on learners' attitudes toward various English varieties. Additionally, longitudinal studies could provide deeper insights into how sustained media exposure shapes linguistic preferences over time.

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