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Motivational Orientation in English Language Learning among Tiktok Users

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A B S T R A C T

The growing use of TikTok in English language learning highlights the need to understand learners' motivational orientations. However, limited research has examined TikTok users' English learning motivation through Gardner and Lambert's integrative and instrumental orientations in the Indonesian context. This study aimed to examine the motivational orientations of undergraduate TikTok users and compare their integrative and instrumental orientations across gender and age groups. A descriptive quantitative design was employed with 172 undergraduate TikTok users aged 18–22 at a private university in Indonesia who actively used TikTok for English learning. Data were collected using a 15-item questionnaire and analyzed using validity and reliability tests, descriptive statistics, an Independent Samples t-test, One-Way ANOVA, and Tukey HSD. The instrument demonstrated good reliability (Cronbach's Alpha = 0.882). Integrative Orientation (M = 3.27, SD = 0.37) was slightly higher than Instrumental Orientation (M = 3.21, SD = 0.40). Female participants reported significantly higher levels of both orientations, while age differences were significant only for Instrumental Orientation. Overall, the findings indicate that TikTok supports both integrative and instrumental motivations for English learning, with integrative motivation showing a slightly higher mean.

Keywords: *Tiktok, English Language Learning, Motivational Orientation, Integrative Orientation, Instrumental Orientation*

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INTRODUCTION

Motivation is an important component of second language learning because it is associated with learners' willingness to invest effort, sustain engagement, and pursue language-learning goals. In second language learning, learners may have different reasons for studying a particular language, and these reasons can shape their attitudes and learning behavior. Gardner & Lambert (1972) conceptualized language-learning motivation through two broad orientations: integrative and instrumental. Integrative orientation refers to learners' interest in the target language and its cultural and social dimensions, whereas instrumental orientation concerns practical benefits associated with language proficiency, such as academic achievement, employment, career development, or other utilitarian goals. Subsequent studies have continued to examine these orientations in relation to learners' demographic characteristics and learning contexts, including age and other individual differences (Kormos & Csizér, 2008; Yaghoubi, 2013; Zayyana et al., 2022). Thus, examining both orientations can provide a more comprehensive understanding of why learners engage in English language learning.

The emergence of social media has expanded the contexts in which English can be encountered and practiced beyond formal classroom settings. Social media platforms can provide learners with access to authentic language input, opportunities for interaction, and learning materials that are connected to their interests and everyday digital practices (Nasution, 2022; Safitri et al., 2022). Among these platforms, TikTok has attracted particular attention because its short-video format allows English-language content to be presented in

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accessible, engaging, and varied forms. Previous research has identified TikTok as a potentially useful medium for English learning, particularly because learners can encounter language content through videos, creators, challenges, and other interactive features (Laili, 2023; Xiuwen & Razali, 2021). The platform therefore represents a contemporary digital environment in which learners may encounter English for both educational and non-educational purposes.

Previous studies have predominantly examined the use of TikTok in relation to particular English language skills. For example, Alghameeti (2022) reported positive learner attitudes toward the use of TikTok for vocabulary learning and highlighted its potential for vocabulary expansion. Similarly, Adhani et al. (2023) examined students' perceptions of TikTok for improving speaking skills, while Hadi & Indriani (2021) also investigated TikTok as a medium for enhancing EFL students' speaking abilities. Research by Xiuwen & Razali, (2021) further discussed the potential of TikTok for developing oral English communication competence among EFL undergraduate students. These studies indicate that TikTok has increasingly been considered a useful digital resource for providing learners with opportunities to encounter and practice English in ways that differ from conventional classroom activities.

Beyond specific language skills, several studies have explored learners' perceptions and experiences of using TikTok for English learning. Laili (2023), for instance, examined university students' perspectives on TikTok videos as a medium for learning English and documented learners' motivations, experiences, and strategies in using the platform. Similarly, studies conducted in Indonesia have reported generally favorable perceptions of TikTok as a learning medium (Hastomo et al., 2022; Safitri et al., 2022). More recent research has also examined TikTok in relation to motivation. Setiowati et al. (2024) investigated the use of TikTok videos to support students' motivation and speaking skills, while Sitompul & Yunita (2025) examined the role of TikTok in English learning motivation among Indonesian students. These studies suggest that TikTok is not only relevant to language-skill development but may also be associated with learners' motivational engagement.

Recent research provides further evidence that motivational factors are relevant to understanding TikTok-based English learning. Marsandah et al. (2026), for example, investigated students' motivational factors in using TikTok for English learning at Tadulako University and identified both intrinsic and extrinsic reasons for engaging with English-language content. Their findings indicated that enjoyment, personal interests, curiosity, academic goals, career preparation, and the perceived usefulness of English could contribute to students' motivation to use TikTok for learning. Likewise, Sitompul & Yunita (2025) found that Indonesian students perceived TikTok content, particularly vocabulary, idiomatic expressions, and pronunciation materials, as motivating for English learning. Although these studies provide important insights into motivation, their conceptualizations do not specifically examine the integrative and instrumental orientations proposed by Gardner & Lambert (1972). This distinction is important because intrinsic or extrinsic motivation and integrative or instrumental orientation are related but theoretically different concepts.

The distinction between integrative and instrumental orientations is particularly relevant in the context of TikTok because the platform exposes learners to English for multiple purposes simultaneously. Learners may encounter English because they are interested in English-speaking cultures, international communication, creators, music, entertainment, or interaction with broader communities, which may correspond to aspects of an integrative orientation. At the same time, they may use English-language TikTok content to improve vocabulary and speaking ability, support academic performance, prepare for employment, or develop skills considered useful for their future careers, which may reflect an instrumental orientation. Studies of Indonesian learners have documented both integrative and instrumental reasons for learning English (Sukri et al., 2021; Syafrizal & Maulina, 2019), while recent TikTok research has shown that learners may combine personal interest and enjoyment with academic and career-related goals when engaging with English content (Marsandah et

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al., 2026). TikTok therefore provides a relevant contemporary context for examining how these two motivational orientations are represented among English-learning users.

Despite the increasing number of studies concerning TikTok and English learning, an important research gap remains. Much of the existing literature has focused on language-skill outcomes, students' perceptions, learning experiences, or general motivation, while comparatively less attention has been given to integrative and instrumental motivational orientations specifically among TikTok users in the Indonesian higher-education context. Moreover, previous studies have not consistently examined whether these orientations differ according to demographic characteristics such as gender and age. Research on language-learning motivation has shown that motivational patterns can vary across learner characteristics and contexts (Kormos & Csizér, 2008; Oga-Baldwin & Fryer, 2020; Zayyana et al., 2022). Examining gender and age differences can therefore provide a more detailed description of how motivational orientations are distributed among undergraduate TikTok users. Addressing this gap may extend existing research by connecting established second-language motivation theory with a contemporary social-media learning context.

Accordingly, this study examines the motivational orientations of undergraduate TikTok users in learning English based on Gardner & Lambert (1972) distinction between integrative and instrumental orientations. The study employs a descriptive quantitative design to examine the extent to which these two orientations are represented among undergraduate TikTok users and to compare their distribution across gender and age groups. Specifically, the study addresses the following research question: What motivational orientations are demonstrated by undergraduate TikTok users in learning English, and how are these orientations distributed across different gender and age groups? By focusing on integrative and instrumental orientations rather than treating motivation as a single general construct, this study seeks to provide a more theoretically grounded description of the reasons underlying English learning among TikTok users. The findings are expected to contribute empirical evidence concerning the intersection between second-language motivation and digitally mediated English learning in the Indonesian context.

METHOD

This study employed a descriptive quantitative approach to systematically and objectively describe the motivational orientations demonstrated by TikTok users in learning English based on numerical data without manipulating the variables under investigation. In this approach, data were collected through a structured questionnaire, analyzed statistically, and presented in a systematic manner. According to Creswell (2012), descriptive quantitative research is used to describe the characteristics or trends of a population based on systematically collected numerical data. This approach was selected because it enables the researchers to quantify students' responses and provide an objective description of the phenomenon under investigation. Therefore, the descriptive quantitative approach was considered appropriate for achieving the objective of this study.

Following the selected research design, this study was conducted online at a private university in the Indonesian context over a two-month period from May to June 2026. The target participants were active undergraduate students aged 18 to 22 who were active TikTok users and had experience using TikTok as a medium for learning English. Before the main data collection, a preliminary survey was conducted with 53 undergraduate students who met these criteria to obtain an initial overview of the target participants and their use of TikTok for English language learning. The respondents involved in the preliminary survey were not included in the main study sample. After the preliminary survey, the main data collection was conducted among a separate group of undergraduate students who met the established participant criteria. A total of 172 respondents participated in the main study and constituted the final sample used for the analysis of motivational orientations in learning English through TikTok.

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The selection of undergraduate students was based on their high level of engagement with social media and digital content. As members of Generation Z, they are considered highly connected to digital platforms, including those that provide exposure to English-language content. This characteristic is consistent with the findings of Khulwa et al. 2025, who identified Generation Z as the most digitally connected demographic group in Indonesia, and Ariana et al. 2024, who reported that TikTok users in Indonesia are predominantly university students aged 17 to 26. Since it was not feasible to reach the entire population, this study employed a volunteer sampling technique as part of non-probability sampling, in which participants voluntarily took part in the study through online recruitment via social media (Donzowa et al., 2025). This recruitment approach has been reported to be effective for reaching specific populations (Desy et al., 2022), improving the efficiency of data collection (Jones et al., 2024), and providing a cost-effective strategy for recruiting younger social media users, despite the possibility of participation bias (Oudat & Bakas, 2023; Sobolewski et al., 2024; Zindel, 2023). The minimum sample size for the main study was established at 150 respondents. The final sample comprised 172 respondents, thereby exceeding the predetermined minimum sample size. To provide a clearer overview of the characteristics of the main study participants, their demographic profiles, including gender and age, are presented in Table 1.

Table 1. Demographic Characteristics of the Main Study Participants (N = 172)

Variable	Category	n	%
Gender	Female	133	77.3
	Male	39	22.7
Age	18	9	5.2
	19	13	7.6
	20	26	15.1
	21	39	22.7
	22	85	49.4

Table 1 presents the demographic characteristics of the 172 respondents included in the main analysis. Female respondents constituted the majority of the sample, accounting for 77.3% (n = 133), while male respondents represented 22.7% (n = 39). In terms of age, respondents aged 22 years formed the largest proportion of the sample (49.4%, n = 85), followed by those aged 21 years (22.7%, n = 39), 20 years (15.1%, n = 26), 19 years (7.6%, n = 13), and 18 years (5.2%, n = 9). The demographic characteristics confirm that all respondents fell within the predetermined age range of 18–22 years and met the participant criteria established for the main study. These demographic characteristics provide an overview of the main study sample from which data on motivational orientations in English learning through TikTok were collected.

A structured questionnaire was used as the research instrument to collect quantitative data regarding the motivational orientations demonstrated by TikTok users in learning English. The questionnaire consisted of 15 statements designed to measure two dimensions of motivational orientation based on Gardner and Lambert's theory, namely integrative orientation and instrumental orientation. All items were developed using a four-point Likert scale consisting of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The neutral response option was excluded to obtain a clear indication of respondents' tendencies toward the statements measuring integrative and instrumental orientations. Recent research suggests that the decision to include or exclude a neutral midpoint should be considered in relation to the purpose of the measurement, as neutral responses may represent a genuine middle position but may also be interpreted differently depending on the respondent and the measurement context (Kankaraš & Capecchi, 2025; Kurtuluş et al., 2026). Given the purpose of the present study, the four-point scale was considered appropriate because it enabled respondents to indicate whether their responses tended toward agreement or disagreement with each statement, thereby providing a clearer indication of their motivational orientations. The indicators and distribution of questionnaire items are presented in Table 2.

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Table 2. Questionnaire Structure Based on Motivational Orientation Dimensions

Variable	Dimension	Indicator	Item Numbers	Total Items
Motivational Orientation in English Language Learning among TikTok Users	Integrative Orientation	Interest in learning English, enjoyment of English content, cultural interest, confidence in using English	1–7	7
	Instrumental Orientation	Practical benefits, language improvement, autonomous learning, use of TikTok for academic purposes	8–15	8
Total			**1–15**	**15**

To provide a clearer description of the content addressed within each motivational orientation, the main content focus of the questionnaire items was summarized according to their original classification into integrative and instrumental orientations. This description is intended to complement the questionnaire structure presented in Table 2 by highlighting the broader content represented within each dimension. The main content focus of the two dimensions is presented in Table 3.

Table 3. Main Content Focus of the Motivational Orientation Dimensions

Motivational Orientation	Item Numbers	Main Content Focus
Integrative Orientation	1–7	Interest in learning English, enjoyment of English content, cultural interest, confidence, and engagement with English
Instrumental Orientation	8–15	Perceived language improvement, autonomous learning, practical benefits, and the use of TikTok for English learning and academic purposes

As presented in Table 3, the items classified under integrative orientation primarily address learners' interest, enjoyment, and cultural engagement with English. The items classified under instrumental orientation primarily address practical purposes and benefits associated with English learning through TikTok, including perceived language improvement and the use of TikTok for learning-related purposes. The content focus presented in Table 3 provides a descriptive overview of the items within each dimension, while the classification established in Table 2 remains the basis for the analysis of motivational orientations in this study.

Data were collected through an online questionnaire administered using Google Forms. The questionnaire link was distributed to eligible participants through social media platforms to reach active TikTok users who met the predetermined research criteria. Before completing the questionnaire, participants were informed about the purpose of the study and were asked to provide their voluntary consent. They completed the questionnaire independently by selecting one response for each statement based on their own experiences and perceptions. After the data collection period was completed, all responses were compiled and prepared for statistical analysis.

After the data collection process was completed, the responses were analyzed using the Statistical Package for the Social Sciences (SPSS). Prior to the main analysis, validity and reliability tests were conducted to examine the appropriateness of the questionnaire for measuring the motivational orientation constructs investigated in this study. Descriptive statistics were then used to summarize the respondents' demographic characteristics and describe the overall distribution of responses across the two dimensions of motivational orientation, namely integrative orientation and instrumental orientation. The same descriptive analysis was also used to examine the distribution of motivational orientations across different gender and age groups. To further examine the patterns identified in the descriptive results, an Independent Samples *t*-test was conducted to determine whether motivational orientation scores differed significantly according to gender, while a One-Way Analysis of Variance (ANOVA) was conducted to examine whether motivational orientation scores differed

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significantly across age groups. The results were subsequently presented in tables and interpreted in relation to the research question and objective of the study.

This study adhered to ethical principles throughout the research process. Before completing the online questionnaire, participants were informed about the purpose of the study and provided their voluntary consent to participate. Participation was entirely voluntary, and respondents could choose whether to take part in the study. No personally identifying information was reported, and the collected data were used solely for academic research purposes. Participants' responses were treated confidentially and analyzed anonymously to protect their privacy.

FINDINGS AND DISCUSSION

This research result is described in the following explanation.

Table 4. Validity Test Results

Item	Pearson Correlation (*r*)	Sig. (2-tailed)
Q1	0.510	.000
Q2	0.562	.000
Q3	0.565	.000
Q4	0.546	.000
Q5	0.464	.000
Q6	0.616	.000
Q7	0.655	.000
Q8	0.523	.000
Q9	0.579	.000
Q10	0.626	.000
Q11	0.613	.000
Q12	0.590	.000
Q13	0.575	.000
Q14	0.547	.000
Q15	0.616	.000

Table 4 presents the results of the validity test for the questionnaire items using the Pearson Product-Moment Correlation. The Pearson correlation coefficients ranged from **0.464 to 0.655**, and all items were statistically significant at **p < .001**. Specifically, Item Q5 obtained the lowest correlation coefficient (**r = 0.464**), while Item Q7 showed the highest (**r = 0.655**). Since all correlation coefficients were positive and statistically significant, all 15 questionnaire items met the validity criteria and were retained for subsequent analyses.

The validity test demonstrates that each questionnaire item was able to measure the intended construct of motivational orientation in English language learning among TikTok users. The significant positive correlations between each item and the total score indicate that all items were positively and significantly related to the overall questionnaire score. Therefore, no questionnaire items required removal, allowing all 15 items to be included in the reliability test and subsequent statistical analyses.

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
0.882	15

Table 5 presents the results of the reliability analysis conducted using Cronbach's Alpha. The questionnaire yielded a Cronbach's Alpha coefficient of 0.882 across 15 questionnaire items, indicating a high level of internal consistency. This result suggests that the questionnaire was reliable for measuring motivational orientation in English language learning among TikTok users.

The reliability coefficient further indicates that the 15 questionnaire items demonstrated strong internal consistency in measuring the overall construct of motivational orientation. This means that the items were sufficiently consistent with one another to support the use of the questionnaire in the subsequent statistical analyses. Therefore, all 15 items were

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retained for the analysis of the respondents' motivational orientation, including integrative and instrumental orientations, as classified in the instrument.

Table 6. Descriptive Statistics of Motivational Orientation

Variable	N	Mean	Std. Deviation
Integrative Orientation	172	3.27	0.37
Instrumental Orientation	172	3.21	0.40

Table 6 presents the descriptive statistics of the respondents' motivational orientation in English language learning among TikTok users. The results showed that Integrative Orientation had a mean score of **3.27** (SD = 0.37), while Instrumental Orientation obtained a mean score of **3.21** (SD = 0.40). These results indicate that both orientations were present among the respondents, with Integrative Orientation showing a slightly higher mean. However, the small difference between the two scores (**0.06**) suggests that neither orientation was strongly dominant.

According to Gardner & Lambert (1972), integrative orientation is related to learners' interest in the target language and its cultural community, whereas instrumental orientation is associated with practical purposes for learning the language. Based on this perspective, the findings suggest that respondents learned English through TikTok for both integrative and instrumental reasons. The slightly higher Integrative Orientation reflects respondents' interest in and enjoyment of English-language content, curiosity about English-speaking cultures, and willingness to use English. Meanwhile, the relatively similar Instrumental Orientation indicates that respondents also perceived TikTok as a useful medium for improving their English skills, learning independently, developing vocabulary, and supporting academic or career-related goals. Thus, TikTok may function as an informal digital environment where learners can both enjoy and utilize English.

The finding is consistent with Marsandah et al. 2026, who found that motivation to learn English through TikTok involved both personal interest and practical goals. Similarly, Noviliani & Susanti (2026) reported that integrative and instrumental orientations could coexist in digitally mediated English learning, while Syafrizal & Maulina (2019) also found a stronger integrative tendency among Indonesian English learners. The consistency of these findings suggests that learners' interest in and enjoyment of English can coexist with practical goals in different learning contexts, including digital environments. Overall, the findings imply that TikTok-based English learning may be strengthened by combining practical learning content with enjoyable, authentic, and culturally engaging English content.

Table 7. Independent Samples t-test Results by Gender

Variable	Female Mean ± SD	Male Mean ± SD	t	p-value
Integrative Orientation	3.30 ± 0.36	3.16 ± 0.36	2.167	.032
Instrumental Orientation	3.26 ± 0.38	3.06 ± 0.43	2.792	.006

Table 7 presents the results of the Independent Samples *t*-test examining differences in motivational orientation based on gender. Female respondents obtained higher mean scores than male respondents in both Integrative Orientation (M = 3.30, SD = 0.36; male: M = 3.16, SD = 0.36) and Instrumental Orientation (M = 3.26, SD = 0.38; male: M = 3.06, SD = 0.43). The differences were statistically significant for Integrative Orientation (t = 2.167, p = .032) and Instrumental Orientation (t = 2.792, p = .006). These findings indicate that the gender differences observed in this study were present in both orientations rather than being limited to only one type of motivation.

According to Gardner & Lambert (1972), integrative orientation is related to learners' interest in and engagement with the target language and its culture, whereas instrumental orientation is associated with practical purposes for learning the language. Based on this perspective, the higher scores obtained by female respondents in both orientations suggest that female TikTok users in this study demonstrated stronger motivation not only in their interest and engagement with English but also in their practical purposes for learning it. In

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other words, the gender difference identified in this study extended across both dimensions of motivational orientation.

The findings are consistent with Oga-Baldwin & Fryer (2020), who found that female students generally demonstrated higher-quality motivation in foreign language learning. A similar gender-related difference in motivational orientation was reported by Sukri et al. 2021, who found that female and male students demonstrated different patterns of integrative and instrumental orientation. However, their findings differed from the present study: female students showed a stronger integrative orientation, whereas male students showed a stronger instrumental orientation. In contrast, female respondents in the present study obtained significantly higher scores in both orientations. This difference may suggest that the pattern of gender differences in motivational orientation can vary across learning contexts. Nevertheless, the consistency of both studies in identifying gender-related differences indicates that gender may be an important factor to consider when examining how learners orient themselves toward English learning. Overall, the findings suggest that gender differences in motivational orientation may also extend to informal digital learning environments such as TikTok.

Table 8. One-Way ANOVA Results by Age

Variable	F	p-value
Integrative Orientation	1.369	.247
Instrumental Orientation	3.407	.010

Table 8 presents the results of the One-Way ANOVA examining differences in motivational orientation across age groups. The analysis revealed no statistically significant difference in Integrative Orientation among respondents aged 18 to 22 years (F = 1.369, p = .247). In contrast, a statistically significant difference was found in Instrumental Orientation (F = 3.407, p = .010). These findings indicate that respondents from different age groups demonstrated similar levels of Integrative Orientation, whereas their levels of Instrumental Orientation differed significantly across age groups.

According to Gardner & Lambert (1972), integrative orientation is related to learners' interest in and engagement with the target language and its culture, whereas instrumental orientation is associated with practical purposes and future goals. Based on this perspective, the absence of a significant age difference in Integrative Orientation suggests that respondents' interest in and enjoyment of English remained relatively similar across the age groups. This finding is consistent with Zayyana et al. 2022, who reported no significant age-related differences in overall English learning motivation. The similarity between the findings suggests that interest and engagement with English may remain relatively stable among learners within this young adult age range. Kormos & Csizér (2008), however, found that the factors underlying English learning motivation varied across learner age groups, suggesting that age-related differences in motivation may depend on the particular dimension of motivation being examined.

In contrast, the significant difference in Instrumental Orientation suggests that practical reasons for learning English were not equally perceived across all age groups. This finding is in line with Yaghoubi 2013, who reported differences in motivational patterns related to learners' age and motivational orientation. Together, these findings suggest that practical and future-oriented reasons for learning English may be more sensitive to differences in learners' circumstances and priorities than interest in the language itself. This interpretation is also relevant to digitally mediated learning, where learners can simultaneously experience English through enjoyable content and use digital media for practical learning purposes, as discussed by (Noviliani & Susanti, 2026). However, because the present ANOVA result only indicates an overall difference across age groups, the findings cannot identify which specific age groups differed or explain why the difference occurred. The post hoc analysis is therefore necessary to interpret the significant difference in Instrumental Orientation.

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Table 9. Tukey HSD Post Hoc Test for Instrumental Orientation

Comparison (Age Group)	Mean Difference	p-value
18 – 19	0.01389	1.000
18 – 20	-0.07265	.989
18 – 21	-0.19765	.647
18 – 22	-0.29052	.214
19 – 20	-0.08654	.966
19 – 21	-0.21154	.441
19 – 22	-0.30441	.071
20 – 21	-0.12500	.712
20 – 22	-0.21787	.097
21 – 22	-0.09287	.733

Table 9 presents the results of the Tukey HSD post hoc test conducted to identify the specific age groups that differed in Instrumental Orientation. Although the One-Way ANOVA in Table 8 revealed a statistically significant overall difference across age groups ($F = 3.407$, $p = .010$), none of the pairwise comparisons reached statistical significance at the .05 level. The comparison between respondents aged 19 and 22 years showed the smallest p-value ($p = .071$), followed by the comparison between respondents aged 20 and 22 years ($p = .097$); however, both remained statistically non-significant. Therefore, no specific pair of age groups could be identified as significantly different in Instrumental Orientation.

This result qualifies the overall ANOVA finding in Table 8. The significant ANOVA result indicates that there was overall variation in Instrumental Orientation across the age groups, but the Tukey HSD test did not provide sufficient evidence to determine which specific groups differed from one another. According to Gardner & Lambert (1972), instrumental orientation is related to practical purposes for learning English. Thus, the findings may indicate some overall variation in respondents' practical reasons for learning English across the age groups, but the present data do not support the conclusion that respondents of a particular age group had significantly stronger instrumental orientation than another. The result should therefore be interpreted cautiously. Overall, the findings suggest that while age may be related to overall variation in instrumental orientation, the specific pattern of differences between individual age groups remains unclear.

CONCLUSIONS

This study concludes that TikTok users demonstrated both Integrative and Instrumental Orientations in learning English, with Integrative Orientation showing a slightly higher mean score (M = 3.27, SD = 0.37) than Instrumental Orientation (M = 3.21, SD = 0.40). The small difference suggests that participants engaged with English on TikTok for both practical purposes and interest in English-language content, interaction, and cultural exposure. Gender analysis revealed significant differences in both orientations, with female respondents reporting higher levels of Integrative and Instrumental Orientations than male respondents. Regarding age, no significant difference was found in Integrative Orientation, whereas Instrumental Orientation differed significantly across the age groups overall. However, Tukey HSD did not identify significant differences between any specific age-group pairs, indicating that the overall age effect should be interpreted cautiously. Overall, the findings suggest that TikTok provides an informal digital environment in which both integrative and instrumental motivations for English learning are present. Future research could involve larger and more balanced samples across age groups, educational institutions, and regions and examine additional factors associated with learners' motivational orientations toward English learning through TikTok.

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