
The Influence of English Usage on Facebook and Personality Traits on Learning Achievement

Prof. Sothea Seng

Human Resource University, Cambodia

Abstract

Facebook's rising popularity has inspired academics and teachers to investigate its potential as a setting for learning in diverse subject areas. Personality traits are crucial for foreign language learning. This small-scale quantitative study aimed to determine the possible effects of Cambodian university students' Big Five personality traits and English usage on Facebook on their English achievement referring to the scores the participants attained through English macro skills (speaking, writing, listening, and reading). The samples were 41 English as a Foreign Language (EFL) juniors at a private university. The sole research instrument was a questionnaire, classified into two sections. The first was the adopted English Usage on Facebook Inventory for Language Learning developed by Kao and Craigie (2014), and the second was the Big Five Inventory (John & Srivastava, 1999). The findings revealed that English usage on Facebook was positively associated with only two personality traits: agreeableness and openness. However, the variables, including the five kinds of personality traits and Facebook usage of English, did not significantly predict English achievement.

Keywords: English usage on Facebook, Big Five personality traits, English achievement, EFL, Facebook

Introduction

In today's world, the rapid development of technology has made it possible for individuals, particularly young generations worldwide, to communicate. Socio-technical networks are being utilized for educational reasons and are an essential element of the entertainment sector (Siemens et al., 2015). Furthermore, a growing body of empirical studies has revealed the effects of social networking sites on students' academic success, with some claiming significant influences (Astatke et al., 2021). As Farwell and Waters (2010) pointed out, it is more interesting that active learners do not show a negative attitude toward social media.

Among multiple social media platforms, Facebook, the latest communication paradigm, is

the most popular social networking site globally, with over 1.91 billion people using it daily (Zephoria-Inc, n.d.). As per Cheung et al. (2011), Facebook is a widely used social networking platform among college students. The primary justifications for Facebooking are keeping in touch with their families, fostering relationships with their teachers, and creating a learning environment (Aydin, 2012). In Cambodia, a significant portion of the surge in digital adoption is attributed to Facebook (Devanesan, 2020). According to the most recent data provided by OOSGA (n.d.), released in January 2023, there are currently about 11.75 million Facebook users in Cambodia, growing at a rate of 0.91%. With approximately 54.53% of users being male and 45.47% being female, it was reported that nearly

half of Cambodians (48%) stated they had used Facebook or the Internet, and five out of every six of their respondents had personal Facebook profiles (Phong et al., 2016). The aforementioned figure even accurately echoes Peou (2010), who used to envisage that the number of Cambodian Facebook users might continue to increase in tandem with the country's rising Internet user base among young people. Cambodian people (18–24 years old) who use popular devices, such as computers and smartphones, for social networking were reported to be the second-largest user group (31.5%) as of July 2023 (Napoleon Cat, n.d.).

The comprehensive review of the literature highlighted the use of social media for English language learning in Southeast Asia, which was broken down into the main themes: enhancing collaborative learning, encouraging self-directed learning, improving writing skills, and enhancing the learning experience (Mohamad, 2023). According to Phong et al. (2016), almost a third of Cambodians now read and write on the Internet, activities that were before exclusive to the classroom, since they can acquire more knowledge and improve their communication skills. It can be inferred from the above figure that Cambodian English as a Foreign Language (EFL) university students might be actively, ubiquitously, and heavily using Facebook for different purposes. One of Cambodian EFL students' intentions on Facebook can be academically relevant, such as sharing English learning resources and engaging in English learning collaboration through exchanging written comments in an English classroom group.

In the same vein, Cambodian university students have intense contact with social media, and the intensity of their usage of social media platforms can be linked to various characteristics (Martires, 2019). Academic attainment enables learners to develop their talents and capacities through educational objectives (Hakimi et al., 2011). At the same time, Kamnoetsin (2014) believed it is a truism that social media or social networking sites unavoidably influence schooling and English learning. There needs to be more research examining the intrapersonal traits of users of social networking (Wilson et al., 2009).

Thus, the topic of how Facebook might influence students' English achievement should arise, especially in Cambodian education, where similar limited research has remained unchanged.

Distinctive internal and external factors (e.g., learners' motivational beliefs and personality traits) have become a center of attention among educational researchers because these are tied to a student's academic success (Sorić et al., 2017). In particular, personality traits refer to distinctions between individuals concerning cognitive, behavioral, and emotional changes (Hogan et al., 1996, as cited in Abouzeid, 2021). The American Psychological Association (n.d., sentence 1) defines a *personality trait* as “a relatively stable, consistent, and enduring internal characteristic that is inferred from a pattern of behaviors, attitudes, feelings, and habits in the individual.” Over the last decade, interest in personality traits has escalated, particularly the renowned five-factor dimension related to education and students' learning (Jensen, 2015). First and foremost, the Big Five approach constitutes one of the most extensively used systems for describing personality qualities (Abouzeid et al., 2021). Substantial research studies (e.g., Busato et al., 1998; Israel et al., 2019; Geramian et al., 2012; Hakimi et al., 2011; Komarraju et al., 2009; Marcela, 2015; O'Connor & Paunonen, 2007; Paunonen & Ashton, 2001; Sorić et al., 2017) yielded some results on the role of personality traits in learning achievement.

Non-Western cultural groups needed to pay more attention to how personality influences foreign language acquisition (Kao & Craigie, 2014). An investigation into how personality impacts learning has been mounting in any case. The researcher's idea of examining an association between personality traits and English usage on Facebook with students' English learning achievement is not a novel except for being relative to the context of Cambodia, where the research studies on students' personality traits are lacking. The researcher aims to appreciate Cambodian EFL students' English learning experiences since learning differences are strongly believed to play a vital role in second language acquisition (SLA). For instance, Ehrman (1996) postulated that

personality and SLA are inextricably linked. Furthermore, social media has prompted thought-provoking policymakers and educators to consider whether educational institutions should embrace social networking site as a teaching and learning tool (Yunus & Salehi, 2012). The promising results of the present study are anticipated to give new impetus to the influential role of Facebook usage and personality traits of Cambodian EFL learners in bringing about their English achievement. The knowledge gained from the implications of this study will be beneficial to students, educators, and English lecturers at the tertiary level, especially at the research site.

To this end, this study determined the possible impact of English usage on Facebook and Cambodian university students' Big Five personality traits on their English learning achievement. It attempted to address two posted questions. First, is there any correlation between personality traits and English usage on Facebook? Second, what is the factor strongly predicting English students' achievement?

Literature Review

Facebook and English Language Learning

Social media has been widely employed in education because it offers students a number of benefits in the learning process, including educational processes, communication and cooperation, and customization of learning styles (Zachos et al., 2018). Web 2.0 technologies (e.g., Facebook) were hailed by Harrison and Thomas (2009) as having the potential to revolutionize the study of foreign languages (Harrison & Thomas, 2009). Since the beginning of its official launch, Facebook has been heavily used by students as the primary reason to stay in touch with friends (Ellison et al., 2007). High-level technology use is generally linked to a student-centered or constructivist approach (Becker, 1994; Becker & Riel, 1999, as cited in Ertmer, 2005). Pedagogically, social media, such as Facebook, enhances students' learning self-regulation (Dabbagh & Kitsantas, 2012). Facebook can be employed in foreign language classes, enabling learners to be exposed to real-life language exchanges and achieve socio-pragmatic

awareness and competence (Blattner & Fiori, 2009). Students formally and informally use Facebook to serve their learning purposes (Towner & Lego Muñoz, 2011).

The Big Five Personality Traits

The top level of the personality hierarchy is occupied by the Big Five personality traits, including neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness; moreover, these variables are believed to cover the whole range of more specific personality traits found at lower levels of the hierarchy (O'Connor & Paunonen, 2007). According to the previous research review by Komarraju et al. (2009), the Big Five traits correlate with various behaviors, such as learning achievement and work performance.

According to Costa and McCrae (1992), originality, curiosity, and ingenuity are qualities that define *openness*. Orderliness, responsibility, and dependability define *conscientiousness*. Talkativeness, assertiveness, and energy are characteristics of *extroversion*. Good naturedness, cooperativeness, and trust are traits related to *agreeableness*. Lastly, *neuroticism* is characterized by instability and is considered the polar opposite of emotional stability.

Personality and Foreign Language Academic Achievement

Researchers believe differences in personality traits like persistence, dependability, talkativeness, and dominance may affect how proficiently students will perform in school. Throughout the 20th century, there has been interest in the relationship between personality traits and academic achievement (O'Connor & Paunonen, 2007). Recent years have seen a sizable quantity of empirical research based on the Big Five model that sought to identify correlations between student personality traits and academic results, notably English proficiency or achievement. Different variables influence EFL students' learning assessments, including personality traits and individual variances (Asghari et al., 2012). It can be hypothesized that the influence of neuroticism and

conscientiousness may also apply to particular achievements in foreign language learning (Cao & Meng, 2020). Similarly, conscientiousness was indirectly and positively connected to second language fluency (MacIntyre & Charos, 1996).

Personality and Facebook Use

An increasing amount of research suggests individual differences in the Big Five personality traits are related to various forms of Internet usage (Amichai-Hamburger & Ben-Artiz, 2003, as cited in Gilbert & Barton, 2013). The relationship between personality characteristics and network positions has only recently attracted attention. User personality type affects how people use social networking sites, according to the literature Naqshbandi et al. (2017) reported. Extraversion and openness to new experiences are two personality traits that may encourage and speed up the establishment of relationships in social networks, but neuroticism prevents people from forming relationship ties (Wehrli, 2008).

Methods and Materials

Research Design

This present study has a correlational design. Creswell (2012, p. 337) suggested correlational design to be considered to determine “relating variables or predicting outcomes,” thus justifying the research objectives.

Participants

A fundamental prerequisite for the participants was that the participants must own a Facebook account and have exposure to and experience using it. It was reported that most participants (70%) have been using Facebook for at least five years, and only 30% have used it for less than five years. Most of the participants (66%) sometimes visit Facebook, and only 2.5% rarely access it. Facebook is usually visited by 17% of the participants, and 14.5% always check Facebook. The participants were 41 third-year English major students (26 females and 15 males) at a private university in Phnom Penh and comprised the total number of students enrolled for the academic year 2021–2022.

Instruments

Regarding instrumentation, a 12-item questionnaire on the English Usage on Facebook Inventory for Language Learning developed by Kao and Craigie (2014) was adopted to explore information related to students’ English usage on Facebook. The first part of the survey requested demographic information from respondents (e.g., age, gender, and daily time spent on Facebook). The second part solicited students’ information on how active they were in English usage activities. On a five-point Likert scale, respondents scored their level of agreement (1=*strongly disagree*; 2=*disagree*; 3=*neutral*; 4=*agree*; 5=*strongly agree*).

Regarding academic psychology, the Big Five Personality Traits are the most widely recognized and utilized personality model (Abouzeid et al., 2021). The Big Five Inventory (BFI) (John & Srivastava, 1999) is a self-reported questionnaire assessing the Big Five personality characteristics, including extraversion (eight items), agreeableness (nine items), conscientiousness (nine items), neuroticism (eight items), and openness (ten items). The 44-item BFI is scored on a five-point scale, ranging from one (*disagree a lot*) to five (*agree a lot*). The author reversed scores on some items.

Students’ scores on the core English exam served as a measure of English academic achievement. Core English is a compulsory subject that exposes students to their English learning macro-skills, including speaking, listening, writing, and reading skills.

Data Collection

At the time of the investigation, there were only two classes in year three in the setting of the study. The researcher contacted the dean of the Faculty of Foreign Languages to gain official approval. Then, the researcher decided to invite all students from both classes to participate in the data collection. They were all students of the researcher, so ordinary class time was used for the instrument administration. Initially, each respondent answered a Google Form questionnaire. The researcher not only read the instructions out loud to the class but also addressed questions from the students. All

samples were ethically informed, and participants served on a voluntary basis.

Data Analysis

A Pearson correlation product moment was run to determine whether there were any associations between personality traits and English usage on Facebook. Multiple regression analysis was computed to explore two aspects, including any possible influence of English usage on Facebook and personality traits on the English learning achievement and the factor that strongly predicts the English learning achievement.

Table 1

Correlation between Personality Traits and English Usage on Facebook

	1	2	3	4	5	6
1. Facebook Measurement	—	.030	.479**	.211	-.175	.383*
2. Extraversion		—	.247	.296	-.366*	.070
3. Agreeableness			—	.436**	-.251	.154
4. Conscientiousness				—	-.672**	.144
5. Neuroticism					—	.071
6. Openness						—

Multiple regression was run to predict English achievement from English usage on Facebook and the student's personality traits. These variables did not significantly predict English achievement statistically; $F(7, 33) = 1.001, p > .0005, R^2 = .175$. All seven variables did not contribute statistically significantly to the prediction ($p > .05$.) Hence, neither the Big Personality traits nor English usage on Facebook statistically predicted English learning achievement.

Discussion/Implications

Based on the results shown in Table 1, understanding how agreeableness affects English usage on Facebook is crucial. Individuals with agreeable personalities displayed being dependable, empathic, cooperative (Ross et al.,

Results

A Pearson correlation coefficient was computed to assess the linear relationship between personality traits and English usage on Facebook. Two personality traits were shown to be connected to Facebook usage, but not all of them. Table 1 below shows that English usage on Facebook correlated moderately with only two types of personality traits, including agreeableness ($r = .479; p < .01$) and openness ($r = .383; p < .01$). Thus, it may be suggested that for students with increasing levels of agreeableness or openness, English usage on Facebook tended to increase moderately.

2009), and inherently altruistic (Costa & McCrae, 1992). Highly agreeable people would be more ready to utilize the internet, especially Facebook, to communicate with others (Sharma & Jaswal, 2015). Using Facebook can satisfy the urge that agreeable ones have to take care of others and foster a sense of belonging; furthermore, individuals are more motivated to show themselves socially and, thus, are more inclined to engage in online activities (Seidman, 2013). They may utilize it to maintain their informational and psychosocial demands (Naqshbandi et al., 2017). Hence, Cambodian university students tend to use English on Facebook for various functions, especially communication. In particular, according to Amichai-Hamburger and Vinitzky (2010), there was a correlation between agreeableness and posting comments on

Facebook. Thus, Cambodian EFL learners may prefer to post comments in English. They may additionally be involved in English usage through other activities on Facebook, including posting statuses to express their thoughts and experiences, chatting or messaging with their friends and families, watching movies or short clips, and learning English online. All respondents experienced a period of the COVID-19 pandemic, which means they were largely and unavoidably exposed to online environments, such as virtual learning and interaction, so Facebook usage, the most popular social media platform in Cambodia, is a common site among them.

Openness measures a person's receptivity to new experiences, open-mindedness, creativity, and imagination; moreover, it describes the breadth, depth, and complexity of a person's mental and experiential life. People falling under the openness dimension are often described as original, creative, and curious (Costa & McCrae, 1992). Individuals who score highly on the openness scale are more inclined to use and stay current with new social networking platforms (Wehrli, 2008). A greater habitual behavior to interact with others on Facebook was linked to higher degrees of openness (Ross et al., 2009), and it is a personality quality affecting time spent on Facebook (Rouis et al., 2011). John and Srivastava (1999) firmly stated that curiosity and a need for novelty are signs of high openness. In contrast, a preference for convention and established patterns indicates a sign of poor openness. In 2015, Sharma and Jaswal found a useful link between using Facebook and being open to new experiences. As a result, as social media is still a relatively new use of Internet technology, people who are more open to new experiences are more inspired to create online profiles and use instant messages and videos for communication (Correa et al., 2013). From the findings, one possibility may be that Cambodian EFL learners who are open indicated a tendency to use English on Facebook, which was linked to moderate degrees of openness. They may interact with their friends to share information or ideas in English and use other useful functions of Facebook. The findings confirmed the claim of Bachrach et al. (2012), who indicated that the

number of likes, groups, and status updates on Facebook are all positively connected with openness, similar to the openness traits of seeking out new things and ideas and sharing them with others. Facebooking enables them to learn new things and stay current on present events, aiding them in becoming more knowledgeable. Although social networking sites have existed for the last decade, Facebook is still seen as a groundbreaking innovation among Cambodian university students.

To some extent, the results do not support the notion that students who use English while Facebooking can facilitate their English learning. After doing a thorough literature analysis, Everson et al. (2013) asserted there were not many relevant studies that demonstrated social media's beneficial effects on education. For instance, most cases indicated students used Facebook for the purpose of informal learning opportunities. The participants may spend time on Facebook and take less time to think through and complete their academic tasks. They may engage in informal learning situations (like asking their friends about matters related to homework or assignments), or they may mostly be involved in Facebook activities that are not related to English learning but rather communication. Similarly, Facebook is viewed as a distraction from learning rather than a tool that may be supportive (Huang & Leung, 2009; Junco & Cotton, 2010; Karpinsik & Duberstein, 2009, as cited in Naqshbandi et al., 2017). English usage on Facebook may be compelling if it is pedagogically included and practiced among Cambodian students.

The statistical results indicated that all the Big Five personality traits did not influence academic achievement. Such findings were in line with a few past studies (Tus, 2019; Abouzeid et al., 2021). A plausible reason to explain it is that students may still be in the process of developing themselves (Tus, 2019). Hence, the English learning achievement of Cambodian students, which might be affected by other factors, is multifaceted.

Recommendations

First, the author could not underline Facebook's contribution to improving English achievement. The results implied that time spent on Facebook and different activities on it tended to not have any direct influence on students' English achievement. Instead, social networking should be taken advantage of by educationally using Facebook to facilitate English learning and study-related exchange (Wodzicki et al., 2012), improving student English learning outcomes. Similarly, Barrot (2018, p. 10) recommended teachers and students "determine the fate of Facebook as a language learning environment." It may be helpful to have a greater grasp of other variables affecting Facebook use and the impact that Facebooking plays on academic success.

Second, educators, especially teachers, should consider students' personality traits in course delivery strategies, incorporating different methods that cater to learners' differences (Abouzeid et al., 2021). Classroom learning should focus on students' self-awareness of their personality traits, encouraging active participation, and optimizing learning experiences (Tus, 2019).

Conclusion

The present study aimed to add new evidence on how Cambodian undergraduate students' Big Five personality traits and English use on Facebook affect their English achievement. Indeed, one of the findings indicated personality factors to be essential in determining the level of Facebook use; however, it was explicitly discovered that not all personality traits but certain of them, including agreeableness and openness, were moderately associated with Facebook usage. Moreover, the Big Personality traits and English usage on Facebook did not significantly predict the level of English achievement. Thus, the Big Personality traits and English use on Facebook do not play a crucial role in enhancing English learning.

Limitations and Future Research

Despite its intriguing findings, the studies' imitations merit attention. First, it should be highlighted that the use of quantitative data from

surveys restricted the implications that may be made from the results, so further studies should adopt mixed-methods techniques to provide in-depth information and triangulation, such as a questionnaire in conjunction with an interview or observation. Second, the number of participants in this study was small; therefore, the results cannot be generalized. Next studies should be conducted with a larger sample size to validate the findings and analyses. Finally, future researchers are recommended to conduct further research on the effects of personality traits on foreign language learners' achievement in diverse circumstances so that they can fully comprehend the significance of personality elements in English learning.

References

- Abouzeid, E., Fouad, S., Wasfy, N. F., Alkhadragy, R., Hefny, M., & Kamal, D. (2021). Influence of personality traits and learning styles on undergraduate medical students' academic achievement. *Advances in Medical Education and Practice, 12*, 769–777. <https://doi.org/10.2147/AMEP.S314644>
- American Psychological Association. (2023). Personality trait. In *APA dictionary of psychology*. <https://dictionary.apa.org/personality-trait>
- Amichai-Hamburger, Y., & Vinitzky, G. (2010). Social network use and personality. *Computers in Human Behavior, 26*(6), 1289–1295. <https://doi.org/10.1016/j.chb.2010.03.018>
- Asghari, A., Fatemi, A.H. and Pishgha, R. (2012). Attribution theory and personality traits among EFL learners. *International Journal of Linguistics, 4*, 229–243. <https://doi.org/10.5296/ijl.v4i2.1451>
- Astatke, M., Weng, C., & Chen, S. (2021). A literature review of the effects of social networking sites on secondary school students' academic achievement. *Interactive Learning Environments, 29*(1), 1–17. <https://doi.org/10.1080/10494820.2021.1875002>
- Aydin, S. (2012). A review of research on Facebook as an educational environment. *Educational Technology Research and Development, 60*(6), 1093–1106. <https://doi:10.1007/s11423-012-9260-7>

- Bachrach, Y., Kosinski, M., Graepel, T., Kohli, P., & Stillwell, D. (2012). Personality and patterns of Facebook usage. *Proceedings of the 4th annual ACM web science conference* (pp. 24–32). ACM. <http://dx.doi.org/10.1145/2380718.2380722>
- Barrot, J. S. (2018). Facebook as a learning environment for language teaching and learning: A critical analysis of the literature from 2010 to 2017. *Journal of Computer Assisted Learning*, 34(6), 863–875. <https://doi.org/10.1111/jcal.12295>
- Blattner, G., & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. *Instructional Technology and Distance Learning*, 6(1), 17–28.
- Busato, V. V., Prins, F. J., Elshout, J. J., & Hamaker, C. (1998). The relation between learning styles, the Big Five personality traits and achievement motivation in higher education. *Personality and Individual Differences*, 26(1), 129–140. [https://doi.org/10.1016/s0191-8869\(98\)00112-3](https://doi.org/10.1016/s0191-8869(98)00112-3)
- Cao, C., & Meng, Q. (2020). Exploring personality traits as predictors of English achievement and global competence among Chinese university students: English learning motivation as the moderator. *Learning and Individual Differences*, 77, 101814. <https://doi.org/10.1016/j.lindif.2019.101814>
- Cheung, C. M., Chiu, P. Y., & Lee, M. K. (2011). Online social networks: Why do students use Facebook? *Computers in Human Behavior*, 27(4), 1337–1343. <https://doi.org/10.1016/j.chb.2010.07.028>
- Correa, T., Bachmann, I., Hinsley, A. W., & Gil de Zúñiga, H. (2013). Personality and social media use. In E. Li, S. Loh, C. Evans, & F. Lorenzi (Eds.), *Organizations and social networks: Utilizing social media to engage consumers* (pp. 41–61). IGI Global. <https://doi.org/10.4018/978-1-4666-4026-9.ch003>
- Costa, P. T., Jr., & McCrae, R. R. (2008). The revised neo personality inventory (NEO-PI-R). In G. J. Boyle, G. Matthews, & D. H. Saklofske (Eds.), *The SAGE handbook of personality theory and assessment, Vol. 2. Personality measurement and testing* (pp. 179–198). Sage Publications. <https://doi.org/10.4135/9781849200479.n9>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Dabbagh, N., & Kitsantas, A. (2012). Personal learning environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*, 15(1), 3–8. <https://doi.org/10.1016/j.iheduc.2011.06.002>
- Devanesan, J. (2020, August 07). *How Facebook has powered Cambodia's booming digitaleconomy*. Tech Wire Asia. <https://techwireasia.com/2020/08/how-facebook-has-powered-cambodias-digital-economy/>
- Ehrman, M. E. (1996). *Understanding second language learning difficulties*. SAGE Publications, Inc., <https://doi.org/10.4135/9781452243436>
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends”: Social capital and college students’ use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143–1168. <https://doi.org/10.1111/j.1083-6101.2007.00367.x>
- Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development*, 53(4), 25–39. <https://doi.org/10.1007/BF02504683>
- Everson, M., Gundlach, E., & Miller, J. (2013). Social media and the introductory statistics course. *Computers in Human Behavior*, 29(5), A69–A81. <https://doi.org/10.1016/j.chb.2012.12.033>
- Farwell, T. M., & Waters, R. D. (2010). Exploring the use of social bookmarking technology in education: An analysis of students’ experiences using a course-specific delicious. Com Account. *MERLOT Journal of Online Learning and Teaching*, 6, 398–408. <https://repository.usfca.edu/pna/19/>
- Geramian, S. M., Mashayekhi, S., & Ninggal, M. T. B. H. (2012). The relationship between personality traits of international students and academic achievement. *Procedia - Social and Behavioral Sciences*, 46, 4374–4379. <https://doi.org/10.1016/j.sbspro.2012.06.257>

- Gilbert, G., & Barton, H. (2013). The motivations and personality traits that influence Facebook usage. In A. Power & G. Kirwan (Eds.), *Cyberpsychology and new media: A thematic reader* (pp. 26–37). Psychology Press.
- Hakimi, S., Hejazi, E., & Lavasani, M. G. (2011). The relationships between personality traits and students' academic achievement. *Procedia - Social and Behavioral Sciences*, 29, 836–845. <https://doi.org/10.1016/j.sbspro.2011.11.312>
- Harrison, R., & Thomas, M. (2009). Identity in online communities: Social networking sites and language learning. *International Journal of Emerging Technologies and Society*, 7(2), 109–124. <http://www.swin.edu.au/ijets>
- Israel, A., Lüdtke, O., & Wagner, J. (2019). The longitudinal association between personality and achievement in adolescence: Differential effects across all Big Five traits and four achievement indicators. *Learning and Individual Differences*, 72, 80–91. <https://doi.org/10.1016/j.lindif.2019.03.001>
- Jensen, M. (2015). Personality traits, learning and academic achievements. *Journal of Education and Learning*, 4(4), 91–118. <https://doi.org/10.5539/jel.v4n4p91>
- John, O. P., & Srivastava, S. (1999). The Big Five Trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (2nd ed., pp. 102–138). Guilford Press.
- Kamnoetsin, T. (2014). *Social media use: A critical analysis of Facebook's impact on collegiate EFL students' English writing in Thailand*. [Doctoral dissertation, Seton Hall University]. Seton Hall University Dissertations and Theses (ETDs). <https://scholarship.shu.edu/dissertations/2059>
- Kao, P.-C., & Craigie, P. (2014). Effects of English usage on Facebook and personality traits on achievement of students learning English as a foreign language. *Social Behavior and Personality: An international journal*, 42(1), 17–24. <https://doi.org/10.2224/sbp.2014.42.1.17>
- Komarraju, M., Karau, S. J., & Schmeck, R. R. (2009). Role of the Big Five personality traits in predicting college students' academic motivation and achievement. *Learning and Individual Differences*, 19(1), 47–52. <https://doi.org/10.1016/j.lindif.2008.07.001>
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15(1), 3–26. <https://doi.org/10.1177/0261927X960151001>
- Marcela, V. (2015). Learning strategy, personality traits and academic achievement of university students. *Procedia - Social and Behavioral Sciences*, 174, 3473–3478. <https://doi.org/10.1016/j.sbspro.2015.01.1021>
- Martires, H. (2019). Students' engagement in social media in Cambodia. *Conhecimento & Diversidade*, 11(23), 145–165. <https://doi.org/10.18316/rcd.v11i23.5398>
- Mohamad, F. F. (2023). Social media use for English learning in southeast Asia: A systematic review. *Intellectual Discourse*, 31(1), 140–161. <https://journals.iium.edu.my/intdiscourse/index.php/id/article/view/1907>
- Napoleon Cat. (n.d.). *Facebook users in Cambodia*. <https://napoleoncat.com/stats/facebook-users-in-cambodia/2023/07/>
- Naqshbandi, M. M., Ainin, S., Jaafar, N. I., & Mohd Shuib, N. L. (2017). To Facebook or to Face Book? An investigation of how academic performance of different personalities is affected through the intervention of Facebook usage. *Computers in Human Behavior*, 75, 167–176. <https://doi:10.1016/j.chb.2017.05.012>
- O'Connor, M. C., & Paunonen, S. V. (2007). Big Five personality predictors of post-secondary academic performance. *Personality and Individual Differences*, 43(5), 971–990. <https://doi.org/10.1016/j.paid.2007.03.017>
- OOSGA. (2023, October 30). *Social media in Cambodia – 2023 stats & platform trends*. <https://oosga.com/social-media/khm/>
- Paunonen, S. V., & Ashton, M. C. (2001). Big Five predictors of academic achievement. *Journal of Research in Personality*, 35(1), 78–90. <https://doi.org/10.1006/jrpe.2000.2309>
- Peou, C. & Leu, M. (2010). Internet integration among Cambodian students: Motivations, attitudes and academic utilization. *International Journal of Emerging Technologies and Society*, 9(2), 95 – 115.

- <https://dmc-cci.edu.kh/research/cambodia-communication-review-2010/>
- Phong, K., Srou, L., & Solá, J. (2016, December 14). *Mobile phones and internet use in Cambodia 2016*. The Asia Foundation. <https://asiafoundation.org/publication/mobile-phones-internet-use-cambodia-2016/>
- Ross, C., Orr, E., Sisic, M., Arseneault, J. M., Simmering, M. G., & Orr, R. R. (2009). Personality and motivations associated with Facebook use. *Computers in Human Behavior*, 25(2), 578–586. <https://doi.org/10.1016/j.chb.2008.12.024>
- Rouis, S., Limayem, M., & Salehi-Sangari, E. (2011). Impact of Facebook usage on students academic achievement: Role of self-regulation and trust. *Electronic Journal of Research in Educational Psychology*, 9(3), 961-994. <https://doi.org/10.25115/ejrep.v9i25.1465>
- Seidman, G. (2013). Self-presentation and belonging on Facebook: How personality influences social media use and motivations. *Personality and Individual Differences*, 54(3), 402–407. <https://doi.org/10.1016/j.paid.2012.10.009>
- Sharma, A., & Jaswal, I. (2015). Personality and patterns of Facebook usage. *International Journal of Academic Research in Psychology*, 2(2), 31–44. <https://doi.org/10.6007/IJAR/v2-i2/2064>
- Siemens, G., Gašević, D., & Dawson, S. (2015). *Preparing for the digital university: A review of the history and current state of distance, blended, and online learning*. Athabasca University Press. <https://eddl.tru.ca/wp-content/uploads/2018/12/PreparingDigitalUniversity-George-Siemens.pdf>
- Sorić, I., Penezić, Z., & Burić, I. (2017). The Big Five personality traits, goal orientations, and academic achievement. *Learning and Individual Differences*, 54, 126–134. <https://doi.org/10.1016/j.lindif.2017.01.024>
- Towner, T. L. & Lego Muñoz, C. (2011). Facebook and education: A classroom connection? Wankel, C. (Ed.) *Educating Educators with Social Media: Cutting-Edge Technologies in Higher Education, Vol. 1* (pp. 33–57). Emerald Group Publishing Limited. [https://doi.org/10.1108/S2044-9968\(2011\)000001005](https://doi.org/10.1108/S2044-9968(2011)000001005)
- Tus, J. (2019). The impact of the personality traits on the academic achievement of the senior high school students. *Journal of Global Research in Education and Social Science*, 13(6), 208–212. <https://doi.org/10.6084/m9.figshare.12250409.v1>
- Wehrli, S. (2008). *Personality on social network sites: An application of the Five Factor Model -ETH Zurich Sociology Working Papers 7*. Chair of Sociology. https://repec.ethz.ch/ets/papers/wehrli_studivz_big5.pdf
- Wilson, K., Fornasier, S., & White, K. (2009). Psychological predictors of young adults' use of social networking sites. *CyberPsychology and Behaviour*, 13(2), 173–177. <http://doi.org/10.1089/cyber.2009.0094>
- Wodzicki, K., Schwämmlein, E., & Moskaliuk, J. (2012). "Actually, I wanted to learn": Study-related knowledge exchange on social networking sites. *The Internet and Higher Education*, 15(1), 9–14. <https://doi.org/10.1016/j.iheduc.2011.05.008>
- Yunus, M., & Salehi, H. (2012). The effectiveness of Facebook groups on teaching and improving writing: Students' perceptions. *International Journal of Education and Information Technologies*, 6(1), 87–96. https://research.iaun.ac.ir/pd/hadisalehi/pdfs/PaperM_7787.pdf
- Zachos, G., Paraskevopoulou-Kollia, E., & Anagnostopoulos, I. (2018). Social media use in higher education: A review. *Education Sciences*, 8(4), 194. <https://doi.org/10.3390/educsci8040194>
- Zephoria-Inc. (n.d.). *The top 10 valuable Facebook statistics – Q2 2021*. Retrieved December 20, 2022, from <https://zephoria.com/top-15-valuable-facebook-statistics/>

Appendix A

English Usage on Facebook Inventory for Language Learning (Kao & Craigie, 2014)

Instruction: Please think about your experience on Facebook and read the following statements. Please indicate the extent to which each statement may or may not apply to you by answering 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

1. I share my thoughts in English on Facebook.
2. I read English postings, messages, news, or articles on Facebook.
3. I write English messages or postings on Facebook.
4. I watch English videos or movies on Facebook.
5. I chat with friends in English on Facebook.
6. I post English messages on Facebook.
7. I use English to update or edit my Facebook status.
8. I make comments in English on friends' walls.
9. I use Facebook to improve my English skills.
10. I use English to describe my own photographs or my friends' photographs on Facebook.
11. I use English to write my Facebook profile.
12. I communicate in English on Facebook.

Appendix B

The Big Five Inventory (John & Srivastava, 1999)

Instruction: Read all statements and give your response to each item by clicking in the boxes that suits your opinion: 1=Disagree Strongly; 2=Disagree a Little; 3=Neither Agree nor Disagree; 4=Agree a Little; 5=Agree Strongly

I see myself as someone who...

- ___ 1. is talkative
- ___ 2. tends to find fault with others
- ___ 3. does a thorough job
- ___ 4. is depressed, blue
- ___ 5. is original, comes up with new ideas
- ___ 6. is reserved
- ___ 7. is helpful and unselfish with others
- ___ 8. can be somewhat careless
- ___ 9. is relaxed, handles stress well
- ___ 10. is curious about many different things
- ___ 11. is full of energy
- ___ 12. starts quarrels with others
- ___ 13. is a reliable worker
- ___ 14. can be tense
- ___ 15. is ingenious, a deep thinker
- ___ 16. generates a lot of enthusiasm
- ___ 17. has a forgiving nature
- ___ 18. tends to be disorganized
- ___ 19. worries a lot
- ___ 20. has an active imagination
- ___ 21. tends to be quiet
- ___ 22. is generally trusting

- ___ 23. tends to be lazy
- ___ 24. is emotionally stable, not easily upset
- ___ 25. is inventive
- ___ 26. has an assertive personality
- ___ 27. can be cold and aloof
- ___ 28. perseveres until the task is finished
- ___ 29. can be moody
- ___ 30. values artistic, aesthetic experiences
- ___ 31. is sometimes shy, inhibited
- ___ 32. is considerate and kind to almost everyone
- ___ 33. does things efficiently
- ___ 34. remains calm in tense situations
- ___ 35. prefers work that is routine
- ___ 36. is outgoing, sociable
- ___ 37. is sometimes rude to others
- ___ 38. makes plans and follows through with them
- ___ 39. gets nervous easily
- ___ 40. likes to reflect, play with ideas
- ___ 41. has few artistic interests
- ___ 42. likes to cooperate with others
- ___ 43. is easily distracted
- ___ 44. is sophisticated in art, music, or literature

Scoring:

BFI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, **6R**, 11, 16, **21R**, 26, **31R**, 36

Agreeableness: **2R**, 7, **12R**, 17, 22, **27R**, 32, **37R**, 42

Conscientiousness: 3, **8R**, 13, **18R**, **23R**, 28, 33, 38, **43R**

Neuroticism: 4, **9R**, 14, 19, **24R**, 29, **34R**, 39

Openness: 5, 10, 15, 20, 25, 30, **35R**, 40, **41R**, 44.