Incorporating Digital Media to Motivate Students in EFL Classes

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Abstract - This paper will focus on how digital media, videos and tools can be used alongside traditional ones. However, pedagogical use of videos and apps for language learning purposes is still often anchored in classroom tasks which don't fulfill its true potential. This paper analyses the effects of internet apps and audio visual material in order to offer and create successful language classes, which will have effect on students' motivation and participation in EFL courses at university level in the viewpoint of English instructors. Materials as videos should be selected by certain criteria, such as: they should contain the desired linguistic material; be thematically interesting; repeat the viewings for students to understand the text fully; and be brief. As with selecting all instructional materials, there is a good video and a bad video for language teaching purposes. A useful video must contain the desired linguistic material for instructional purposes. In most cases, for language courses attempting to develop communicative performance, this criterion means language that is current, useful and accurate in a corresponding situation. The purpose of this study is to investigate and show the benefits that the language teachers and learners get from using media and technology in teaching and learning the English language. According to the analysis and the data collected in English classes, the findings reveal a positive effect of internet apps and video use on students' motivation and participation.

Keywords: digital media, motivation, EFL classes

I. INTRODUCTION

The study may raise EFL teachers' awareness to the importance of incorporating social networks in their classrooms and be up to date with the latest technological advances in education.

The findings of the study may contribute enormously to solve many educational problems, hence make the teaching and learning process easier for both teachers and students.

It is hoped that the findings of the study will contribute to the previous literature in the field of education particularly foreign language learning

II. LITERATURE REVIEW

Social networks that in other words represent social media seem to influence almost every little aspect of human life, and the field of education is not an exception in this case. Khedo et al. (2012) posit that, "Information and communication technology is known to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality" (p. 907). A continuum of studies has emerged across the research industry with an aim of elaborating Hershkovitz and Baruch (2010) add, "Internet integration in higher education has stimulated high expectations, especially regarding accessibility, interactivity and opportunities for improved instruction" (p. 14).

However, as noted by Zaidieh (2012), social networks come with unique challenges integrated into the educational system and some of such challenges include privacy concerns among educators and learners, miscommunication and time consuming.

Students' Motivation Educational attainment using has been successful following a great number of positive responses among students and instructors. Scholars describe social- networking sites as attractive means for meaningful communication and effective collaboration.

III. METHODOLOGY

The population which is included in the study are all EFL students at SEE University. Their ages range around 18 to 23 years old. They were EFL students who were using the educational networking site Google classroom in their language learning process. The sample of the study was 2o students. The instrument used to find answers to the research questions was a structured questionnaire with close-ended questions to the students. The questionnaire examined the impact of educational networking site Google class on two different variables: EFL

students' motivation and teacher-student's communication at University.

The questionnaire included 40 items; the first 21 items covered certain indicators of students' motivation in language learning internal factors such as, engaged learning activity, curiosity and challenge, interface design and ease of use, and external/environmental factors such as, convenience, flexibility in time and place of learning, recognition and usefulness.

This paper looks at the concepts of authenticity and student motivation and how they may possibly be incorporated and enhanced by using video materials as supplementary material in an EFL classroom. Sherman (2003) presents a convincing argument for incorporating authentic video material into language classrooms. She provides a variety of practical classroom activities showing how to use video to bring real world language and culture into the classroom in contemporary, engaging and productive ways. There are a lot of documentaries, educational films, interviews and sites containing a large body of material created and posted by people all over the world to communicate their ideas and beliefs.

CONCLUSION

According to many researchers language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language usage. Students like it because video presentations are interesting, challenging, and stimulating to watch, and a very regular media which is used for every field now. This article looks at using videos as supplementary material in an EFL setting. It is hypothesized that video material can be used as authentic material input and as a motivational tool. The connection between the classroom and real world encourage students to understand the relationship between learning and practicing. Digital media is widely accepted as more powerful and more comprehensible than other media for second and foreign language students.

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