

The Impact of Social Media for Students' Motivation in Learning Medical Terminologies

Ahmed Youssef Alhaj, Jazan University, Saudi Arabia
Ms. Norah Hussein Banafi, The University of Limerick, Ireland

European Conference on Technology in the Classroom 2015
Official Conference Proceedings

❖ Abstract

Learning medical terminology is not easy and it needs the students to be well-motivated. Social media such as Twitter, Blackboard and Instagram are the most feasible techniques towards enhancing EFL medical students' motivation through collaboration. This study aims at investigating the impact of social media on the students' motivation learning medical terminologies. This research aims to use social media tools as a supportive means to increase students' motivation to learn Medical Terminologies in Jazan University. It examines how the combination of Social Media enhances higher education students' motivation to collaborate on creating creative stories by using medical terminologies. The research adopted the descriptive, analytical and empirical methods. A survey of 20 items distributed to 60 Medical students in 2015. It's analysed by (SPSS), the results reached indicate that social media has a great influence on students' motivation and better achievements. Students are active in sharing information, knowledge and responsibility for complex medical problem-solving activities and in achieving the targeted cases in collaboration. The analysis reveals that learning through social media proves to be an effective, suitable and interesting technique for students. Basing on these findings, the study recommends the application of social media in EFL classroom interaction for it creates a healthy environment which will provide ample opportunities for enabling the learners making good relations with each other. In addition, the observations were based on students' performance in classroom and social networks. The study recommends extra curricula activities and modern technological strategies to be concerned as motivating factors in the EFL classes.

Keywords: Social media, terminology, medical technology, collaboration, motivation, Instagram, Twitter

iafor

The International Academic Forum
www.iafor.org

Introduction

Most of the techniques and strategies used for enhancing and fostering students' motivation and interactivity inside EFL medical classes are somehow insufficient. The fact behind that, most of EFL learners are still having a problem in communicating effectively and sufficiently. As I observed during my working as a lecturer at Jazan University since 2009, the reasons behind that, some of students if not all of them think that English is the most complicated subject. This attitude forces them to act passively in classes and neglect testing their own learning experiences. The traditional mode of teaching and learning does not encourage students to be appositive learners. Since motivation, desires and attitudes constitute a crucial element in acquiring a language, EFL students needs to be motivated in a new learning environment. Therefore, the implementation of social media tools has taken a place in the education process and have shown value in the learning practice. Studies have found that social media played an important role in increasing students' motivation which leads to the their positive attitudes towards the target language.

Statement of the Problem

Saudi medical students at university level are suffering from a severe shortage of their proper motivate resources. These are clearly reflected when they are communicating and interacting with native speakers through social settings. In addition, students' production in their writing to their teachers and peers shows that they use little English and fixed expressions. They cannot use medical terminologies as future doctors or use it to write stories. In the same regard, students are still having problems in adopting accurate pronunciation patterns for medical terminologies.

On the other hand, EFL faculty members are still lagging behind. They are still restricted to the traditional teaching methods. They are not sure that using social media applications and resources in enhancing their teaching experiences would bring the same success which had been seen in science and discoveries. Teachers need to understand that their students' needs are completely altered due to the dynamic and changing world practices. They have to prepare them to be able to communicate with the whole world through different technological tools such as Twitter and Instagram for instance, synchronically and asynchronously.

Objectives of the Research

The objectives of the research can be summarized in the following

- To investigate the ways in which the application of social media can affect students' integrative and instrumental motivation.
- To enable medical students to communicate effectively in a survival digital era.
- Involve target students in creating creative stories related to medical issues through twitter.
- Using videos in Instagram as teaching tools in order to motivate students to learn medical terminologies.
- To create a place for students to interact in collaboration with their instructor and with each other outside of the classroom.
- To learn from others and help others learn through social media.

- Observe students' collaboration and performance on learning medical terminologies through social media.

The Significance of the Study

Application of social media for enhancing classroom instruction has become a trend. This paper attempts to investigate the effectiveness of using social media instruction on EFL students' motivation and to approach their interaction in a creative way. Many studies and researches have been carried out investigating the ways in which social media can be successfully integrated along with methods of teaching English as a foreign language in Saudi Arabia.

The importance of this study is that using social media in the Saudi classes enhances the students' motivation, engagement and willingness to learn collaboratively through Twitter, Instagram, room chat, blackboard... etc..

The study attempts to examine the learning opportunities and possibilities the technology may offer for fresh EFL students at universities and higher institutions to pave their way to master the language. In addition, the investigators hope that using social media may increase their motivation and interest level and turn them into a positive attitude towards learning English language.

Literature review

Social Media for Second Language Learning

*"Differently instruct me, I'll internalize.
Use technology with me, I'll participate, I'll transfer, I'll enjoy and I'll create.
Erben et al" (2009:80)*

Nowadays, the technological applications of Social Media provide second language learners with active and creative learning communities. Social media can be a tool for collaborative learning and creativity (Peppler & Solomou, 2011). Borau et al (2009) write the majority of English learners do not call for additional passive input from different types of resources such as texts and lectures. They want opportunities to effectively create and practice English language as a tool of communication. English learners need active learning that offers chances for them to utilize the target language. The social networks have a great effect in supporting and improving medical learning. In preparing and fulfil coming interventions, educators should examine ways to magnify the opportunities, providing by social media. They have to involve students in active learning through engaging them in creating content and enable them for intercommunication and feedback, collaboration, and give them an admittance to resources and interaction without geographical regulation (Cheston, 2013). Social Media such as Twitter and Instagram can offer active learning situations of communication with English just as the dominating language. Twitter encourages students to contact with clear and concise thinking, as Skiba, (2008) explained it as a unique technique to enhance students' abilities of connecting through writing briefly and clearly when the teacher asks his/her students to write a story of 140 characters at once. English teachers can ask students to write a story on twitter. One of the students

begins by writing a couple of lines and afterward the next student takes turns and so on. *“The exercises that force students communicate in brief, clear and concise format can help develop student focus on the essentials of patient care. These skills are valuable in clinical practice, and apply directly to real-life contexts in health care where important information must be shared accurately, such as in patient handovers and transfers”* (Forgie et al. 2013). Also, Instagram is a smart phone application that allows users taking photos or posting 15 seconds videos and then share them on Instagram and numerous social networks such as Twitter, and Facebook. Instagram is an enjoyable learning tool that used by Powell Library staff in order to teach students about medical and surgical tools during the Civil War. For instance, they posted a picture of a small saw that use to cut off body by surgery with the question, *“Can anyone guess what that saw was used for?”* Salomon, (2013). According to the social media research, Instagram can provide students with a chance to communicate their experiences by selecting photos and decorating it as they want to present them. Weilenmann et al, (2013). The above studies show that with Twitter and Instagram, students can create stories and sharing information collaboratively and creatively. There is a relationship between social media and visual and active learning that enhance thinking skills in students. For example, students can use videos and images as well as short stories to display large amounts of information when they use social media. This verbal and visual information can help students making connections, understanding the relationships of ideas, and recalling related details, as well as assisting them to express their thoughts through writing. A learning via social media drives student’s curiosity and improve their creativity. *“Teacher: knowledge is not rooted in facts; it is rooted in curiosity. One inspired teacher can alter a student for life by instilling curiosity”*. Chopra & Tanzi, (2012:7)

Jazan Jump (Blackboard)

In order to achieve its vision, Jazan university is growing fast to transit from a traditional education to modern web-based education. Therefore, the university adopted e-learning methods and programs in a healthy learning environment and initiated Jazan Jump Program. Jazan Jump is the university blackboard that designs an international electronic education equipped with the latest technology with full options that allows learners and professors to communicate 24/7 through blackboard.

Jazan Jump Objectives

The provision of modern infrastructure by providing and deigning a style of modern education. The main objectives of this blackboard are:

1. Provision of modern infrastructure.
2. The university considered e-learning and distance learning as a strategic option.
3. To adapt the latest educational methods and modern technology.
4. To provide both faculty members and their students with the latest technical support and training. (<http://jump.jazanu.edu.sa/>)

Social Media and Motativation

Motivation is a main factor that plays a significant role in the second language acquisition. Research has shown that students want to be motivated to decrease their distraction or weariness in lectures. (Ornstein, 1995). *“Understanding the different attitudes, motivations,*

and approaches to learning by this new generation in adult class is essential to enhance learning for all students”, Worley, (2011:31). Researches have found that social media play an important role to increase students’ motivation, enhancing student learning environment with innovative ways of education that altering the nature of learning boundaries, that cause in developing student learning (Cited from Ilknur Celik et al 2014). The implement of social media tools have taken a place in education and have shown value in the learning practice. Combining social network applications into medical humanities class activities provided a wide range of advantages over traditional academic resources and techniques. Social network applications can change old-style medical humanities teaching system and maybe even develop it, yet as getting students prepared for a future during which social media will play a main role in medicine (Daniel George & Cheryl dellasega, 2011). There is a study suggests that “students in an educationally structured social networking environment can be guided to join learning communities quickly and access course materials”. King et al, (2009:1)

According to Krashen (1988:22) that motivation has two types relating to the ability of a second or a foreign language acquisition (ESL/ EFL):

1. Integrative motivation is considered as using ESL/EFL for social interaction when learners want to be part of social community speech or local society. It means a desire in students when learning a target language, they like to engage with people who speak such language and they are socialize to communicate with such community and admire its culture and being integrated into that society in which the language is used. In other word, it relies on interest in practicing second or a foreign language as an aspiration to study it or accompany with the people who utilize it for romance goals or for the sharing purposes or using it to join the second or a foreign language new community that uses the target language in its social interactions, integrative motivation by develop of proficiency level in the target language. (Saville-Troike, 2012:101)
2. Instrumental motivation means that students learn a second language in order developing their professional or working chances, getting respect and authority, gaining access to experiential and practical information, or just to get good marks on school works (Saville-Troike, (2012: 101).

Mobile learning and language development

World today lives in a very fast digital era, therefore, people are doing everything quickly, learning included. Self-study is obviously important in language learning. From my experience, as little as an hour a week of self-study for a student to learn immediately. Yet the majority of our medical students have chosen to study through social media for extra activities to be more creative and well-motive via their mobile at any time.

As the use of mobile technology is increasing, why not offer students the possibility to study anytime, anyplace and at their own convenience through their mobile devices? We get my students started with small, realistic homework activities, particularly, through Twitter and Instagram. We request that my students spend just a few minutes a day in English and learning medical terminologies. We introduce them to some of the amazing short medical terms via available mobiles and we encourage them to learn in a mobile way.

Research Methodology

In order to find persuasive answers to the research questions and find out the practical solutions of the problems and also the practicality of Social media, the paper will adopt the empirical method in which two kinds of treatments will be involved i.e. control and experimental groups.

The Participants

The participants of the study are 60 EFL medical students of the second semester , course code 164-prep3 at Medial College (PYP) from Jazan University in Saudi Arabia in this academic year 2015. All students who participated in this study are Saudi and their native language is Arabic. Their average age is 20.

Research Instrument

- The researchers use three instrumental tools for this study:
(a) survey (b) experiments (c) Observation
- These instruments were used as tools for collecting evidence and justification for questions.

The instrument used in this study is a 5 point Likert Scale ranged from 'Strongly Agree' to 'Strongly Disagree' to gather information on participants' motivation through social media. There are 20 questions in the survey. The questionnaire consists of two parts:

- (1) Questions (1-10) are for integrative motivation.
- (2) Questions (11-20) are for intrumental motivation.

Data Collection

The questionnaires were distributed to the 60 students during regular class session which time they were given clear instruction and explanation in both L1 an L2 for filling out the questionnaire. All questionnaires were collected upon completion by helping of our colleagues. The researchers qualitative and quantitative standard of research.

Research Questions

- ❖ To what extent can application of social media affect students' integrative and instrumental motivation?
- ❖ Are videos in Instagram motivating students to learn medical terminologies?
- ❖ To what extent does social media enable medical students to communicate effectively in a survival digital era?
- ❖ To what extent do social media tools create a place for students to interact in collaboration with their instructor and with each other outside of the classroom?
- ❖ To what extent can students be involved in creating creative stories related to medical issues through Twitter.

Assumptions

- ❖ Application of social media develops students' integrative and instrumental motivation videos in Instagram motivate students to learn medical terminologies.
- ❖ Social media enables medical students to communicate effectively in a survival digital era.
- ❖ Social media creates a place for students to interact in collaboration with their instructor and with each other outside of the classroom.
- ❖ Students can be involved through Twitter in creating creative stories related to medical issues.

Discussion and Analysis:

This study followed the statistical analysis for overall results of social media that used in teaching and learning English as a foreign language. The paper is in the form of tabular charts and graphs, and the analysis was done in the form of the comparison of the percentage of the groups of learning through social media and continual observation of the impact of the social media application on the students' integrative and instrumental motivation so as to have better interaction, communication, creativity and performance.

	S. Agree	Agree	Neutral	S. Disagree	Disagree
N valid	20	20	20	20	20
Missing	0	0	0	0	0
Mean	18.10	22.20	14.90	4.05	0.75
Std. Error of Mean	1.285	0.631	0.926	0.564	0.362
Median	19.00	22.50	15.00	4.50	0.00
Mode	20	20a	15	5	0
Std. Dev.	5.748	2.821	4.141	2.523	1.618
Variance	33.042	7.958	17.147	6.366	2.618
Range	27	12	15		
Minimum	3	15	9	0	0
Maximum	30	27	24	10	6
Sum	362	444	298	81	15

Table (1) Statistics of the Mean and Standard Deviation

*Multiple Mode Exist. The smallest value is shown

Table (2) Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Dev.
SA	20	3	30	18.10	5.748
Agree	20	15	27	22.20	2.821
Neutral	20	9	24	14.90	4.141
SD	20	0	10	4.05	2.523
Disagree	20	0	6	.75	1.618

Valid listwise)	N(20				
-----------------	----	----	--	--	--	--

Question 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	10	16.7	16.7	16.7
	Agree	20	33.3	33.3	50.0
	Strongly Agree	30	50.0	50.0	100.0
	Total	60	100.0	100.0	

Question 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.7	6.7	6.7
	Neutral	11	18.3	18.3	25.0
	Agree	21	35.0	35.0	60.0
	Strongly Agree	24	40.0	40.0	100.0
	Total	60	100.0	100.0	

Question 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.7	6.7	6.7
	Neutral	9	15.0	15.0	21.7
	Agree	24	40.0	40.0	61.7
	Strongly Agree	23	38.3	38.3	100.0
	Total	60	100.0	100.0	

Question 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.7	1.7	1.7
	Neutral	17	28.3	28.3	30.0
	Agree	22	36.7	36.7	66.7
	Strongly Agree	20	33.3	33.3	100.0
	Total	60	100.0	100.0	

Question 15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.7	1.7	1.7
Neutral	15	25.0	25.0	26.7
Agree	24	40.0	40.0	66.7
Strongly Agree	20	33.3	33.3	100.0
Total	60	100.0	100.0	

Question 16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	13	21.7	21.7	21.7
Agree	27	45.0	45.0	66.7
Strongly Agree	20	33.3	33.3	100.0
Total	60	100.0	100.0	

Regarding the participants' perception of the social media application (question number 6), results showed positive perception of this effectiveness (see Table 1). The participants' mean score on the utility variable was quite positive. Participants reported that social networks increased their course achievement, performance, and grades in questions such Q3 (50=83.33%) of the students agreed that Learning Medical Terminologies need collaboration through social media such Twitter, Blackboard and Instagram, while 0% of them disagreed. About (75%) of them have positive effective on their creativity when they use social media(Q11) (Q14=66%) , Q15 (66.7%) agreed and (1.7% disagree). The majority of the students (47=66.7%) agreed that social networks are interesting while 21.7% are neutral and 0% disagree, that means the majority of the students prefer to study medical terminologies through social media. In addition, they reported that social networks usage increased their writing production and creativity in learning medical terminologies by keeping in touch with the instructor and colleagues via social media.

Findings and Conclusion:

In the light of the findings of this study, the researchers concluded that:

- ❖ From the data analysis, results indicate that social media have a great influence on students' integrative and instrumental motivation.
- ❖ Using social media materials generate a higher degree of interaction and communication among EFL students.
- ❖ Using social media technology devices are better than using traditional methods in learning a language specially for medical terminologies.
- ❖ Medical students have positive thoughts toward using social networks in classrooms.
- ❖ Medical students have positive experiences of communicating effectively and collaboratively on social media.

- ❖ Computers and internet is effective at helping students learning a language improving their creativity and having better performance.

Implication for Further Research and Development

There is much that is good about social media and much that still students can learn more effectively from using them. As this study is limited in its nature many possibilities are open for further research. There is need for further studies with different age groups, and with a larger population in other colleges and institutions in and outside Saudi Arabia.

References

- Borau, Kerstin, et al. "Microblogging for language learning: Using twitter to train communicative and cultural competence." *Advances in Web Based Learning–ICWL 2009*. Springer Berlin Heidelberg, 2009. 78-87.
- Celik, Ilknur, Goknur Kaplan Akilli, and Tayfun Can Onuk. "Social Media for Academics: Motivation Killer or Booster?." *Advanced Learning Technologies (ICALT), 2014 IEEE 14th International Conference on*. IEEE, 2014.
- Cheston, C. C., Flecking, T. E., & Chisolm, M. S. (2013). *Social media use in medical education: a systematic review*. *Academic Medicine*, 88(6), 893-901.
- Chopra, D. and Tanzi, R. E. (2012) *Super Brain: Unleashing the Explosive Power of your Mind to maximize Health, Happiness and Spiritual Well-being*, Random House.
- Erben, Tony, Ruth Ban& Martha Cantaneda (2009) "Teaching English Language Learners through Technoogy" New York, USA
- Forgie, Sarah Edith, Jon P. Duff, and Shelley Ross. "Twelve tips for using Twitter as a learning tool in medical education." *Medical teacher* 35.1 (2013): 8-14.
- George, Daniel R., and Cheryl Dellasega. "Use of social media in graduate-level medical humanities education: two pilot studies from Penn State College of Medicine." *Medical teacher* 33.8 (2011): e429-e434.
- Krashen, Stephen D. *Second language acquisition and second language learning*. Vol. 2. Oxford: Pergamon Press, 1981.
- King, Sharla, et al. "Merging social networking environments and formal learning environments to support and facilitate interprofessional instruction." *Medical education online* 14 (2009).
- Kylie A. Peppler, Maria Solomou .*On the Horizon* 2011 19:1 , 13-23
Building creativity: collaborative learning and creativity in social media environments
- Ornstein, Allan C. "Motivation and learning." *The High School Journal* (1994): 105-110.
- Salomon, Danielle. "Moving on from Facebook Using Instagram to connect with undergraduates and engage in teaching and learning." *College & Research Libraries News* 74.8 (2013): 408-412.
- Skiba, Diane J. "Emerging technologies center: Nursing Education 2.0: Twitter & tweets. Can you post a nugget of knowledge in 140 characters or less?." *Nursing Education Perspectives* 29.2 (2008): 110-112.
- Weilenmann, Alexandra, Thomas Hillman, and Beata Jungselius. "Instagram at the museum: communicating the museum experience through social photo sharing." *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*. ACM, 2013.
- Worley, Karen. "Educating college students of the net generation." *Adult Learning* 22.3 (2011): 31-39.

Appendix Students' Questionnaire

No	Questions	SA	A	N	D	SD
1	I use blackboard , Twitter, and Instagram only just for passing class than learning medical terminology through it	20	20	10	6	4
2	I use blackboard , Twitter, and Instagram only for reading my teachers posts and listening to videos but I do not make any comment or express my ideas about videos and class topics.	15	23	16	5	1
3	Using blackboard , Twitter and Instagram for learning Medical Terminologies is prestige full.	18	19	11	6	6
4	Using Twitter, Instagram and blackboard in my medical terminology class help me to pass my examination .	17	21	15	5	2
5	Studying medical terminology through twitter and Instagram is useful to become more knowledgeable.	20	20	13	5	2
6	I study medical terminology through twitter and Instagram because it is class requirement.	30	20	10	0	0
7	Studying medical terminology through twitter and Instagram make me more professional on using them in future.	19	15	19	7	0
8	Using medical terminology through blackboard , Twitter and Instagram and discussing health issues make people respect me.	6	26	22	6	0
9	Learning Medical Terminologies through Instagram , blackboard and Twitter is very essential for increasing Followers.	3	23	24	10	0
10	Studying Medical technologies through Instagram , Twitter and blackboard improve my English skills for my further study.	18	20	19	3	0
11	Studying English through blackboard , Twitter, and Instagram help me to understand Medical terminologies more.	24	21	11	4	0
12	Studying English via blackboard , Twitter, and Instagram motivate me to discuss Medical terminologies with my classmates and teacher.	18	26	11	5	0
13	Studying English through blackboard , twitter and Instagram enable me to keep in touch with my teachers and classmates.	23	24	9	4	0
14	Studying English through blackboard, Twitter, and Instagram motivate me to be creative on using medical terminologies.	20	22	17	1	0
15	Studying English through blackboard, Twitter, and Instagram motivate me to be social person with my classmates.	20	24	15	1	0
16	I enjoy studying English through blackboard, Twitter, and Instagram.	20	27	13	0	0
17	Studying English through blackboard , Twitter, and Instagram make my appreciate using social media for learning medical terminologies.	16	24	15	5	0
18	Studying English through blackboard, Twitter, and Instagram give me freedom to participate on my group.	15	24	19	2	0
19	I am motivated to learn Medical terminologies through Twitter and blackboard, Instagram in order to share my knowledge.	19	22	15	4	0
20	Studying Medical terminologies through blackboard, Twitter, and Instagram improve my writing skills.	21	23	14	2	0

Contact email: dobasi77@gmail.com, e_nhb@yahoo.com