

Effects of New Media on English Language Learning Motivation at Tertiary Level

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ABSTRACT

Different new media tools like Facebook, blogs, wikis, Google docs and YouTube are perceived to have effects on English language (L2) learner motivation at the tertiary level in Bangladesh. However, the effects of new media usage on L2 learner motivation are not defined yet in the context. This study investigates the effects of new media usage on L2 learner motivation at the tertiary level. A qualitative research design is used throughout the study to collect and analyze the data. Data were collected through six Focus Group Discussion (FGD) with 30 tertiary level English language learners from eight universities located in Bangladesh. The findings of the study show that new media usage in English language learning motivates learners immensely, transforms dependent and passive learners into active and autonomous learners, makes them participatory, engaging and enthusiastic in learning, and works as a supplement to the classroom teachings. However, culturally inappropriate and wrong interpretation of some language contents in new media tools demotivates learners. Therefore, the usage of new media tools in enhancing learner motivation needs to be keenly monitored to reduce adverse effects. The study recommends future research to be conducted to assess the negative washback of new media usage affecting L2 learners.

INTRODUCTION

Background and Problem Statement

Learning the English language is an inspiration when the learning process is motivated by new media tools like English learning software or online materials (Alexandra, Hanna, Sommer, & Svensson, 2019). Learners' daily lives become increasingly involved in digital engagement with English, and these interactions likely influence motivation. Students become motivated when learning of L2 incorporates new media tools (Smith, 2019). Likewise, learners are motivated at the tertiary level by evolving themselves in the virtual environment (Hasan & Ibrahim, 2017; Hasan, Hos-sain, Bhuiyan, & Mahmud, 2016).

Worley (2011) expressed that lecturers and directors face challenges in designing and teaching their learners. The rationale behind facing the challenges is that the learners of the current age area «Net Generation (Net Gen)» or «Digital natives» and their cognitive development

is much different from their former generation (Evans, 1995). English learning software in Google playstore, Google, Google related link and search engine, Wiki, Blog, YouTube, Social media, English songs, movies and documentaries are the enormous sources of English language learning process that is followed in most of the countries of the world. Some studies (Hasan & Ibrahim, 2017; Balaji & Chakrabarti, 2010; Hasan & Rahman, 2017) have projected that the usage of new media tools incarnates the effects of improving English language capability in learners of higher education. Bangladeshi learners of English feel shy and suffer from anxiety in learning English. Researchers are defining the barriers in learners that prevent them from learning English quicker/quickly. Therefore, their motivation level needs to be studied further as the learners are currently exposed to the virtual world. Ensuring motivation by new media tools is mandatory for the English language learners to propagate effectiveness and goal-oriented L2 teaching at the tertiary level.

Moreover, studies conducted in Bangladesh show that the digitization of language learning and the language lab enriched in new media tools enhance learners' L2 skills (Hasan & Rahman, 2017; Hasan et al., 2016). Scaffolding strategy of teaching from Vygotsky's (1987) socio-cultural theory states that if learners are supported, they can reach the Zone of Proximal Development (ZPD). However, the supportive learners' experiment on technology is not defined from the motivational perspective. Likewise, the previous studies focused on identifying the effects of new media on L2 progressiveness in the Bangladeshi atmosphere. Moreover, the effects of new online media on L2 learners at the tertiary level are not defined yet (Hasan & Ibrahim, 2017; Hasan et al., 2016). Therefore, this study focuses on the result of new media technology motivating L2 learners. The probable suggestions of the study are expected to fill in the gap on how pedagogical application of new media tools will motivate L2 learners, English language teaching and learning arena at higher education level (university) in Bangladesh.

Learner Motivation Through Facebooking

Facebook is used as a motivational tool for English language learners (Khusnita, 2017). The findings of Soomro and Farooq (2018) pointed out that social media instruments like Facebook, Twitter and WhatsApp incarnate a vital role in the learner's motivation while they are learning English language skills. Vurdien and Puranen (2018) also stated that L2 learners motivated themselves through telecollaboration of social media tools; those are above cited, and as the sequence, L2 learners of the English language may feel free in possible learning. Al-Jarf and Bockarova (2018) mentioned that L2 learners of other languages might improve their writing by doing Facebooking what's going on in his or her mind. Besides, learners up to higher secondary level, consciously or unconsciously, use Facebook for a particular time in communicating and learning English (Hasan & Labonya, 2016). Furthermore, the finding of Lee, Yu and Liu (2018) exhibited that the L2 learners are mostly inspired and motivated to write in social media like Being, Twitter, Facebook, Messenger, Google+ and other new apps of Google play store. Their approximate result highlighted that Hong Kong students are inspired to use social media to accelerate their writing skills. In another sense, applied research done by McCall (2017) projected that micro-blogs on Facebook motivate students.

Motivation Through Smartphones

The young generation of learners regularly uses a smartphone for academic and non-academic communication purposes. This new media tool can motivate L2 learners as they spend more time using this device. The result of Sarhandi, Bajnaid and Elyas (2017) stated that smartphone enables L2 learners with multi-level-task and activities, feedback receiving and providing process, sharing and exchanging views, interactivity and motivating learners to learn a lot more about English. Similarly, Freiermuth (2017) revealed that a smartphone GPS treasure-hunting game in a flipped English class

helped the learners communicate and learn with confidence and higher motivation. Conjointly Wang's (2017) study exposed mobile apps for vocabulary learning-driven learners to practice and learn new vocabularies to improve their English language proficiency. The investigator suggested that lecturers empower learners to use the smartphone for learning English language skills and motivate them not to waste time playing games most of the time. In line with the studies mentioned above, Tsai, Cheng, Yeh, and Lin (2017) portrayed that L2 learners are more gratified and motivated while learning through mobile game-based English language learning system. Moreover, Weinberg (2017) pointed out that if the new media tools are not appropriately incorporated, it may leave negative washback instead of helping students learn English language skills.

Blogging for Interaction and Motivation

Blogs are thought to be one of the widely used web tools in learning English language skills. Alsubaie and Madini (2018) stated that learners would be able to ensure self-learning when they will write up in the blog or in the web page. The problem-solving activities energize them, and they open the problem box by solving the blog matters with peer interaction and motivation. This is possible through the use of new media tools like blogs and wiki in the absence of their teacher. Besides, the result of Hamuddin and Muzdalifah (2018) summed up that learners will be free from many other barriers when they are engaged in the blog writing task in learning English. Performance on blogs may be used to complement the jigsaw task classroom learning to gear up learner's confidence, creativity and participation, maximize progress, and create a platform where learners can learn collaboratively (de Andrés Martínez, 2012). By blogging, learners can improve their ability to express interactions and reactions over there, and they can also evaluate and, more importantly, develop language skills (Trajtemberg & Yiakoumetti, 2011). That is why blogging may be used exponentially in motivating learners to learn L2 skills. Nonetheless, it is advised that teachers remain very cautious and selective in operating blog content and activities.

English songs with subtitles are a massive source of motivation in learning L2 skills. It sounds positive for learners because they enjoy the whole learning process through smooth enjoyment; it is also called suggestopedia in L2 learning. It is very badly in need of the teacher to use appropriate songs for the specific learners and the teacher can choose songs from learners' favorite list. Investigating research among intermediate-level learners, Farmand and Pourgharib (2013) divided the participants into two groups; one group listened to songs with subtitles and another group without subtitles. After the experiment, the reflection showed that the group that listened to songs with subtitles has improved pronunciation and oral production. Therefore, using songs with subtitles improves learners' articulation, listening skills, pronunciation and verbal communication skills. Even when learners sing English songs after listening to the projector and sound system, they can utter accurately specific English words of the selected songs (Farmand & Pourgharib, 2013).

Multimedia Enhancing Motivation

The pedagogic and innovative new multimedia tools help learn English with full entertainment (Kayaoglu, Akbas, & Ozturk, 2011). Presentations through multimedia ensure learners' autonomy and provoke motivation among the learners while learning English outside the classroom (Kilickaya & Karjka, 2010). Using animated cartoons is the most effective learning method for young L2 learners (ArŌkana & Tara, 2010). If teachers contextualize the cartoons and multimedia equipment, incorporate PowerPoint presentations with learners' diverse learning styles, such as visual, auditory, kinaesthetic, and creativity by employing multimedia tools and methods, such as sounds, images, color, action, design, are preferred by the learners. Learners focused a positive attitude towards the usage of PowerPoint presentations (Oommen, 2012).

Lai, Tsai and Yu (2011) invented that PowerPoint presentation facilitates learning and draws the learners' attention along with specific needs on study materials. They used three points for effective learning for L2 learners when they learn using PowerPoints. First, written and pictorial presentations of English words boost up learners, and this reinforces learning. Second, learners can comprehend learning content very quickly. They also noted that students prefer that their teacher organize visual elements such as pictures or animated pictures, graphics, clip-charts, pie-charts, bar-charts, or tables in their PowerPoint presentations. Song (2013) explained that PowerPoint presentation creates a positive approach and attitude among L2 learners. By the projection of PowerPoint presentation, learners can become motivated to the second language learning classroom if it is logistically equipped with multimedia.

Motivation Through Google Docs

In the context of online collaborative learners who worked with the support of Google documents and online medium for formal or informal, academic or nonacademic communication were found positive towards learning the English language online. In this method of learning, learners did peer reviewing and peer correction activities using Web 2.0 applications. The collaborative group is motivated to learn L2 skills using Google documents (Liu & Lan, 2016). Another recent study published by Pitura and Monika (2018) pointed that when a teacher encouraged learners to complete some tasks on language by using Google Hangouts or Skype, they were found motivated in the tasks and performed better.

YouTube Videos Arouse Motivation

In most cases, using YouTube videos in the L2 learning process will be the most effective and long-lasting learning. The reasons are based on Krashen's (1982) affective filter hypothesis and input hypothesis. Krashen (1985) mentioned that teachers have an obligation to use comprehensible language input which will lower learners' affective filter while learning L2 or following Stephen Krashen's habit formation theory, Dog's theory or Rat's theory in L2 learning English.

Comprehensible language input lowers affective filter and learners become motivated to learn L2. The previous studies (Brook, 2011; Metekohy, 2010) support the use of YouTube videos in L2 learning also help improve motivation in the learning process. It is further said that the inattentive, the weaker and shy learners feel attracted and motivated to interact and learn when audio-visual language aids or contents are introduced in the classroom (June, Yaacob & Kheng, 2014). Thus, it is understood that the previous studies were conducted in a different context on different issues. The researchers have ignored the issue of learner motivation by using new media tools. Therefore, this study attempted to investigate the effects of new media usage on learning motivation at the tertiary level in Bangladesh.

METHOD

Focus Group Discussion (FGD)

Focus Group Discussion (FGD) was used to collect qualitative data. When interviewees are similar to and cooperative with each other (Creswell, 2015), FGD is then beneficial for the interaction among interviewees, and the researcher gets the best information. FGD questionnaire included questions under the main research questions. Here, FGD questions are adapted from the variables of the reviewed literature. For this study, the researcher conducted six FGDs with tertiary level learners. The reason for choosing FGD is that the quantitative analysis or classroom observation may not give in-depth data for the study. Therefore, FGD was conducted to obtain detailed data which leads to a comprehensive understanding of the problem.

Participants for FGD

A convenience sampling was used to collect data from the informants. For the FGD, informants were selected from the tertiary level at Bangladeshi universities. The convenience sampling technique was used for its suitability in collecting the best information. As there were six FGDs conducted for the collection of the qualitative data, the participants were questioned on the specific areas related to the objective of the study. There were 30 informants for six FGD having five informants in each FGD. The FGD was conducted among the students selected from eight universities. Students from the eight universities are chosen as they represent the population in general (Hasan & Ibrahim, 2017). Before the FGD, written permission was taken from the institutions and the students, and the research ethics was wholly maintained.

FGD Questions or Themes Design

FGD with the learners follows a few steps in designing the questions or themes. Closed-ended and open-ended questions are maintained in the FGD questions. Questions for the FGD were adapted from reviewed past studies. The researchers asked a leading question and (usually open-ended) questions, followed by follow-up questions, and prompted questions and probing questions. There are two different sec-

tions, including Section-1 and Section-2, in the FGD questionnaire. Section-1 contains the participants' demographic information, whereas Section-2 includes the four main questions and the follow-up questions. In the FGD questionnaire, the main questions are followed by the follow-up questions. During the interviews, the researchers asked the FGD questions so that it sounds easy to the informants. Furthermore, consultation with an expert is done in preparing the FGD questionnaire. Finally, the reliability and validity of FGD are done through consensus, coherence, triangulation and reflexivity of data.

Data Collection Procedure

As the areas of discussion or the questions are adapted from the reviewed literature, at a time, the researcher asked and discussed the questions or areas with one group (five learners). The FGD place was soundproof so that all the information can be well transcribed later from the audiotape. The informants of the FGD were invigorated to deliver more information, and the researcher took notes in addition to audiotaping (Creswell, 2015). The duration of each FDG is for a minimum of 42 minutes to a maximum of one hour and six minutes. The total length of FGD-1 is one hour six minutes, FGD-2 is one hour two minutes, FGD-3 is one hour and four minutes, FGD-4 is 56 minutes, FGD-5 is 42 minutes, and finally FGD-6 is 42 minutes. The discussions are audiotaped in a good quality recording device so that no critical point of discussion is lost or unclear later. Later, the FGDs were transcribed and presented as qualitative data to answer the main research question posed in the study. The reliability of FGD is done by matching the answers of one FGD with another. The answers showed almost similar kinds of responses which substantiates the reliability of the data. Moreover, the questions for the FGD were specific and related to the variables of the study.

Coding and Analysis of Data

FGD interviews are essential when it is Coded and analyzed. The coding process is to make sense of text or data audiotaped, divide it into image or text segments, label the segments with codes, examine codes for overlap and redundancy, and collapse the codes into broad themes (Creswell, 2015). This study followed the qualitative data coding steps recommended by Creswell (2003).

RESULTS

The demographic information of the study showed that students who attended the FGD are between 19 to 23 years old. There were 17 male and 13 female students among the 30 who participated in the six FGDs. Furthermore, the informants in the FGD were from different departments which include English, BBA, Economics and Pharmacy. Some courses in English are compulsory subjects to these students at the university level.

Motivation and Feedback Through New Media

New media usage motivates the L2 learners in learning English language skills and, therefore, learners of current time are busier in learning the language by using new media tools (Charcopa & Paula, 2018; Al-Jarf & Bockarova, 2018; & Aydin, 2014). Learners gain a lot once they are driven or inspired to learn the language. They do not want to be scolded or threatened while learning English or any other areas of knowledge. In the FGD, most informants emphasized that they felt driven to convey written feedback in blogs, wikis, and Facebook when their friends or teachers post anything using the English language. They conjointly wish to get oral feedback on a variety of English language topics found on YouTube. To them, YouTube is a new media tool where they get nearly face to face type learning opportunities. The informants mentioned that,

“It is more interesting to get the reading materials as digital contents. I feel motivated to watch videos in English and read short stories on different blogs.” [F515]

“To me, the colourful digital contents are attractive and I feel enthusiastic about reading those from new media tools. Another good side is I can take a screenshot or download any reading content I need.” [F411]

In the FGD, several informants stated that once they have to be compelled to face their teacher for all sorts of corrections related to the English language, it demotivates them generally. In contrast, face-to-face feedback is simpler for many informants. When they notice the smartphone correcting their orthography mistakes and different minor errors, they feel intended to jot down a lot more in English. This is because they find the smartphone working as a teacher whenever they want it. However, generally, the auto-correct choice of the smartphone creates new issues in writing correct English. Most informants professed that when they find an anonymous blogger giving them feedback on their reading and writing skills through the new media tools like Google, weblog and wiki, they feel less stressed and become intended to provide more effort in learning L2 skills. Therefore, the informants have both negative and positive outlook towards giving and receiving feedback through new media tools. The adverse influence of feedback on motivation found in this study is corroborated by the preceding studies (Marwa, 2017; & Manca & Ranieri, 2013). For examples, the informants highlighted that,

“I don't want to meet my teacher every day as it may be embarrassing for me. Therefore, I correct some of my mistakes through the new media tools which are stress-free and motivating.” [F415]

“If I want to meet my teacher for all sorts of problems, it might not be possible. My teacher has to deal with many other students. Nevertheless, I can get feedback online immediately I click on online media.” [F412]

They also agreed to the resolution that after seeing their friends writing within the blogs, Facebook, and transfer video on YouTube, they feel motivated to jot down their own and receive feedback, negative or positive, from their friends. Thus, their friends encourage them to boost their L2 skills by giving feedback through new media tools.

Motivation and Audio-visual Materials

When language contents are presented as audio-visual materials, the contents become more attractive to informants. The audio-visual language contents presented on YouTube, movies and Facebook videos turn out to be understandable and motivating. The positive effects of the language contents offered in new media motivate learners in their individual language development which is reinforced by the preceding studies (Fethi & Marshall, 2018; Humaira, 2018; & Chugh & Ruhi, 2018). The informants stated that they can see the textual thing in the videos and listen to audios, and they do not feel uninterested in and out of the classroom. The informants specified that,

“I find the video contents hugely motivating for learning English. For example, I watch videos on English language skills produced by different persons and institutes on YouTube. I learn with full motivation and that’s why it doesn’t seem to be stressful.” [F115]

The presentation of L2 inputs as audio-visual materials within the new media channels helps them concentrate intensely. The informants stressed that they get bored when going or reading for a while in traditional written language content. On the other hand, within the audio-visual materials, they find an option to watch and listen together to focus on practicing the language. Furthermore, they added that it is not continuously necessary for them to concentrate only on the learning purposes as they watch the films or documentaries on YouTube through a smartphone or on their laptop computer. To the learners, when they delight in a movie that is in the English version, then language is often learned unconsciously. One of the informants stated, and the rest of the informants in the FGD agreed that,

“We do fun while watching any video in L2. However, when we finish watching the video, we find that we came to know some new words and phrases. This happens because the language is presented understandably and indirectly”. [F315]

Motivation and Autonomous Learning

Autonomous learning means learning self-reliantly or independently. The informants mentioned that new media tools facilitate them to solve their linguistic issues autonomously and that they can learn with the support of the latest education technologies or new media tools. To them, autonomous learning is indispensable because it makes a learner independent in the learning process. They additionally expressed that at the tertiary level, they have to be autonomous learners and also the dependence on the class teacher has to be reduced. They can select their learnable language topic in relation to their interest in new media which was not feasible within the classroom because the class teacher has a limited timeframe to finish the syllabus. In new media like YouTube, weblog and wiki, they have the freedom to decide on any topic associated with four core language skills. Thus, they become motivated for autonomous learning of L2 through new media tools. The preceding studies (Aydin, 2014; & Kilickaya & Karjka, 2010)

substantiated the findings in this study. One of the informants stated that,

“As new media helps me choose my topic on basic language skills, so I have the opportunity to become an autonomous learner in learning the language. I believe that being an autonomous learner, I can improve my English language skills.” [F412]

“One thing I believe that, at the university level, I need to be self-dependent in learning anything. Besides English, I learn other courses on YouTube or Google. This has made me a self-learner.” [F414]

“When I find any of my friends find any language-related issue difficult and they ask me for helping them, I Google and send them the related links from where they can learn themselves. I believe that self-learning is the best learning.” [F215]

To the informants, getting to the teacher for each drawback in the English language is time-consuming and also the teacher is busy with his/her students. Therefore, they find new media tools as a simple method of elucidating their language-related problems. They primarily solve their English speaking and listening problems through new media tools. They observe the new media tools as a medium-full of motivation in learning English language skills. The audio-visual materials within the new media tools create the inputs more graspable, and these available materials motivate the informants. The previous studies (Fethi & Marshall, 2018; Hasan & Ibrahim, 2017; Liu & Lan, 2016) conjointly underpin findings in this study as the informants asserted that,

“I am motivated to learn in the new media tools. My language problems can be solved here. I usually solve my speaking and listening skills related problems.” [F115]

“Yes, new media tools motivate me to learn English. I often go to our listening lab and spend time there. In the lab, I explore the documents and try to solve my language problems.” [F311]

“Our department has gathered different attractive language learning contents in the lab. The attractive language contents motivate me to go to the language lab and learn more.” [F214]

Demotivation from Wrong Language Inputs in New Media

Language learners sometimes get demotivated while learning through the new media tools when the same information or solution of any grammatical content is presented differently in different new media tools. This happens due to the content developers’ lack of knowledge of the specific content. This arouses confusion about any L2 related topic among the learners of the tertiary level. Moreover, they do not get all the materials free of cost. Some of the authors or online teachers put payment option for reading or downloading language content. In the FGD, the informants conformed to the following statement,

“Sometimes, we get confused due to the misinterpretation and wrong description of the same language input by different bloggers and YouTubers. [F314]

Thus the study found that blogs, wikis, multimedia, English songs, PowerPoint presentations, colorful digital contents, and smartphones affect learner motivation in learning English language skills. However, in some cases, some of the informants reported that inappropriate digital materials floating in new media tools demotivate or confuse them in learning English language skills. Overall, most learners are inspired or motivated to learn L2 while the contents are presented in new media tools mentioned above.

DISCUSSION

Feedback capability of new media tools like Facebook and blog is exciting and new to the learners. They find the feedback for their learning purposes similar to their regular communications with their friends. This feasibility of feedback in the language learning process motivates the L2 learners at the tertiary level in Bangladesh. Previously the feedback system was face-to-face, and this was used to arouse shyness among the learners. On the contrary, due to the advent of educational technologies, learners these days get feedback online if they wish not to get face-to-face feedback. As a result of the distance with their teacher, they can think freely and communicate without hesitation with their teacher and e-buddies. Moreover, in direct communication, learners had to fix an appointment with their teacher or whoever they thought useful for learning. But new media tools like blogs and Facebook allow them to choose their time freely and leave the comment and receive comments on their writing or any topic related to L2. Moreover, teachers find it flexible to give feedback in their convenient hours. This ease in giving and receiving feedback on the language learning process motivates learners of L2 to inspire to learn more.

Learners also find it motivating to learn when connected to an anonymous blogger or Facebook group admin and get feedback on their reading and writing skills. This creates room for a global collaborative learning environment for learners. In such communication where both the parties are not known to each other, lessen stress among learners. Culturally Bangladeshi L2 learners are shy to express their mistakes in front of their known contacts. Therefore, an anonymous e-buddy is a great help in motivating them to learn English. This is possible only with the support of new media tools. However, when the auto-correct option sometimes changes the word, what they intend to write leads them to perplexity, and they find new media tools, sometimes making mistakes. Therefore, learners of tertiary level need proper guidance to use new media tools, and they should be guided for the motivating and educative aspects of new media.

Audio-visual materials on L2 are a great source of motivation for the learners. The availability of attractive language content motivates the learners of English. Previously, learners used to read printed books only, but at present, they have a broader option to read books from their laptops and smartphones connected to the internet. Students download different language learning apps, and from the apps, they develop their vocabulary repertoire, idiom and phrase list.

The difference new media makes is that it presents the text in digital format and provides the audio version of the digital document. As a result, learners can develop their reading, listening and speaking skills at the same time. This benefit of new media tools is replacing the outdated way of language learning. The “digital natives” prefer a collaborative approach to learning all four skills of L2, which is possible only in new media tools like Facebook, blogs, wiki, YouTube, etc.

Even when learners watch a movie in English or a movie with English subtitles, they derive entertainment and learning at the same time. Learning through fun is encouraged by prominent linguists as well. Moreover, the English language used in the movies is conversational, helping learners communicate in real situations. This entertaining learning option is allowed only in new media tools. Previously teacher used to ask learners to read and then sit for the examination. There was an apparent lack of entertainment in learning methods and techniques. However, the availability of free new media content has changed the way learners used to learn before. This newness in learning motivates learners who find entertainment as a source of learning. However, the contents on new media need to be chosen appropriately for a better outcome of learning English. It is more motivating because learners can exchange their language learning content with a click or touch on their smartphone screen. They do not have to physically give or receive any language learning-related content; rather, they can send the content to their friends within a short time. Thus, new media usage motivates L2 learners to learn English.

From motivation, learners become individual or autonomous learners. Language contents in new media tools become understandable and such comprehensible inputs motivate learners intrinsically and find learning as an entertaining activity. Thus, they become independent learners of L2. Moreover, the L2 teachers in Bangladesh are loaded with long class hours and the size of the class is much bigger than many other countries. Therefore, finding extra consultation hours for learners is not always possible. Thus, lack of time in teachers’ schedules and availability of language learning contents and comprehensive interpretations in new media tools create room for learners to learn from new media tools. Learners do this not being always pressurized; rather they love to learn from the new media tools. However, learners mostly solve their speaking and listening skills related to new media tools from their gadget or language lab. The other two skills including writing and reading are not adequately addressed in new media tools. So, it becomes evident that new media tools cannot solve or support learners for all four language skills equally. To put it another way, introducing new media tools is more effective for speaking and listening than for writing and reading. For learning the techniques of writing and reading, they are supposed to meet their teacher face-to-face. So it is evident that new media tools cannot solve or support learners for all four language skills equally.

Notwithstanding the facts mentioned above, this study cannot ignore the demotivating effects of new media usage

for L2 learners. Besides motivating broadly, some aspects of new media tools also demotivate the learners. The differences of information or explanation on the same language contents found in new media tools demotivate them. This may happen due to the new media-based language content developers' lack of knowledge or negligence. Usually, the personal bloggers and video developers of English make this mistake and, in turn, demotivate language learners.

Additionally, learners' complaints against the cost of access to some of the contents cannot be overlooked. Due to the learners' economic status from a developing country like Bangladesh, they cannot always afford to pay the content developers of L2. This is how learners sometimes get demotivated. Despite these demotivating factors in some aspects, the overall impression of introducing new media tools speaks of positivism and motivation among the L2 learners at the tertiary level in Bangladesh.

CONCLUSION

L2 contents in new media tools motivate learners and transform them from dependant to independent learners. The significant change it makes is the monotonous learners become participatory, confident and enthusiastic learners of English. The study also confirms that feedback and collaboration through new media tools significantly contribute to the learners' learning in their preferred time. They can pick the best language content from many available in new media tools. The study's findings contribute to the theory of Vygotsky (1987), which claims that scaffolding by entertaining new media tools helps learners reach Zone of Proximal Development. Thus, the findings of the study in identifying the effects of new media usage on L2 learner motivation provide a clear guideline to the teachers, curriculum planners and future researchers. This study did not extensively explore the adverse effects of new media usage in learning L2. This limitation of the study can be investigated in further research to reduce the negative washback of new media usage on L2 learner motivation at the tertiary level.

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