

The Impact of Digital Media in Acquisition of Language : Prospects and Obstacles

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Abstract

The Digital Media networking platforms facilitates communication by offering effective, engaging and affordable language learning programs for people of different cultures across the globe. In this paper, Prospects and Obstacles of utilizing digital media for language learning shall be investigated. At the outset the digital media provides first exposure to real life language use, interaction with native speakers and variety of multimedia as well as cultural information. Besides, it is other platforms like YouTube, Instagram and language exchange communities to make it more interesting and effective. Nevertheless, elation is aerosolized, informality, misleading information, distracters, and fixing structures are some of the issues arising from the above writing styles. This paper explores how effective engagement of digital media helps in acquisition of language, motivation of learners that also seeks to provide an understanding of how to utilize the digital media effectively to achieve one's goals strategically.

Keywords: Digital media, language learning, digital education, online communication, language acquisition, learning challenges.

Introduction

In the present world of technology where the younger generation is highly active in using electronic gadgets, particularly the internet social media has turned out to be one of the most useful forms of communication, sharing knowledge, and interchanging cultures. The most recent and modernized digital media application including Meta, Byjus', Twitter, Unacademy, Instagram, YouTube and ticktock has drastically changed the world

and interaction with the world. Digital media is not like the conventional classroom that is more of a face to face platform that is confined and has limited interaction between the faculty and students. Language learners thus, are able to get access to authentic material, engage with the native speakers, and use appropriate linguistic skills in the unscripted contexts. With advancement in technology, the utilization of digital media in acquisition of language has emerged as a point of concern based on its efficiency, benefits, and shortcoming.

The main use of digital media in getting acquisition of language learning is that it is accessible and is open to everybody. Compartment from regular formal learning that may demand physical presence in classroom and extra cash, social media offers free or very cheap resources which the learner can easily access at his/her own time and from any part of the world. Online interactions and group discussions or even groups dedicated to the language learning help the learners to master different aspects of the language, starting from speaking and writing to comprehension skills among other learners from different linguistic backgrounds. For that reason, when using multimedia content such as video, podcasts and lessons through live streaming a language is going to be easier to learn due to the different methods of teaching. Modern social networks develop AI and algorithms and also provide recommendations to progress further, and with the help of such platforms, learners can perform tasks at an individual rate.

However, it is no secret that social media has its pros and cons especially where language learning is concerned, and below are the major challenges experienced in the process: The first one is the problematic influence of informal language used in social media that includes slang, abbreviations, or even wrong grammar rules. Cohabitation to such informal language may result in rendering such definitive linguistic mistakes that offends the more formal etiquettes on writing and speaking. Moreover, the availability and accessibility of information limit the learners in the ability to differentiate truth-fostering materials from rumors or fake news. As a consequence of the absence of learning structures, students using the social media sites may find that they attend a number of disparate types of posts, patching together notions of how they should engage with the different types of content presented in such forums and thereby have little sense of cohesion and may never reach a stage of consistency and mastery.

One of the main challenges is, for example, the impact of digital media networking sites on the acquisition of language process. So, it is necessary to notice that platforms provide informative materials, but at the same time, they are created to involve users through constant pop-ups, ads, and fun functions. This results in poor concentration and erratic learning schedule. In addition, over-reliance on the kind of communication provided through technology may reduce the orality of the actual conversations and no doubt, conversational oral skills are very important when it comes to fluency of language. In some cases the learners may experience fatigues in the use of the available technology hence the reduced motivation and commitment to the learning of the

language. It is the responsibility of educators and learners to find ways of achieving the optimum and formal purposes and organizational measures of learning in utilizing digital media.

The guidelines for utilizing of digital media must be set down as it is available to everyone and these tools should be incorporated with the traditional pedagogy. Introducing the features of the social media tools, structured language course, accompanied by guided practice and feedback from experts could be more effective in the learning process. Furthermore, reading, writing, speaking and communication teachers should be able to incorporate these aspects of social media into the classes with the aim of enhancing their relevance in such classes. However, there should be several concerns on how the positive uses of digital media learning apply to acquisition of second language while recognizing possible pitfalls of use. This paper analyses prospects and obstacles of applying digital media in learning new language and offers solutions for the best practices utilization of such frames in the modern society.

Significance of the Study

This research topic of ‘The Impact of Digital Media in Acquisition of Language : Prospects and Obstacles’ may open the door for new prospects for the pupils, Educators and the researchers . This paper may give new insights for the comprehension of the modern and present state of usage of digital media sites to learn new language. Thus, the findings of this study are beneficial in designing new ways to integrate digital technology, which would be applicable in orienting the unquestionable facets of language learning to the development of interactive online instruction.

This study has three implications The first importance of this study is therefore the ability to assist educators in the inclusion of digital media in their teaching. Read & Stevens and company Contingent upon conventional language instruction, it entails the use of textbooks and classroom instructions, which might not equip a learner with actual conversational skills. Thus, by describing the roles of social media in terms of engagement, cultural openness, and informal learning, this paper is useful for educators interested in designing highly active and engaging courses.

In a similar manner, this particular study helps language learners by providing a systematic way of applying social media for self- instructional process. Some of the challenges that learners experience include identifying appropriate material, keeping to the schedule, and focusing when using social media. Consequently, it offers guidelines on the practices that come with the use of the digital platforms and recommendations that learners can take to make the necessary improvements in their learning of the language.

From a technological point of view, this research even makes a grate platform for the contribution of review of the literature that which is concerning digital education and an AI-based approach to learning technologies. In

the context of the social media platforms, AI-based languages, learning, and chatbots found their uses and applications in enhancing the learning experiences of the learners. These are important things to consider in effectively using technological advancements in enhancing language teaching and learning.

At last, this research has implications to the policymakers and education institutions in developing the apt digital literacy. In view of the foregoing, there is need to come up with proper policies and guidelines that can be used in education institutions to recommend for ethical utilization and integration in learning of digital media technology. Through the findings in the current study, for instance, the sources of misinformation, technological interferences, and informal language use, the study makes a significant contribution in developing policies that sustain efficient in learning of new language in the age of technology.

Literature Review

1. Warschauer (1996): Social Media as a Tool for Language Learning

The article, Warschauer (1996) discussed on the effect of implementation of technology in language learning, with the suggestion that communication technologies assists in the learning process. He highlighted that online interactions help to present learners with actual use of the language as far as its competencies are concerned. For him the ground for the investigation of possibilities of second language acquisition through social media was created. Even to this date his work is helpful in explaining how learners, interact with content with an aim of learning a new language online. He further emphasized on complementing the technological instruments with conventional approaches to learning.

2. Blattner & Fiori (2009): Social Networking in Language Learning

In his article Blattner & Fiori (2009), turn to the use of face book explorations of social networking as tools for language education. According to their studies, they determined that digital media empowers the pupils to talk with their fellow learners and in particular with the native speakers thus affording language immersion. Their study showed that SNSs are useful in offering cultural information and aid learning on contextual themes of the language. The authors also pointed out that the conversational style of communication in social media may harm students' proper writing. According to them, there is a need to establish a clear structure and instructor assistance for these platforms.

3. Thorne et al. (2009): Web 2.0 and Language Learning

Thorne, Black, and Sykes (2009) discussed the role of the technology of societies of Web 2.0, such as blogs, wikis and discussions. They pointed out that such a tool fosters cooperation and interaction wherein learners

can associate with one another effectively. In this they identified that through the use of the digital platforms, students exercise their freedom of speech, enhance their writing skills and they exercise and receive feedback from their counterparts. However, the study also pointed out that inadequate control of content and conflict and insufficient censorship may result in a number of incorrect conclusions and incorrect terminology. The authors recommended the use of these tools in students' formative education stream alongside the subject of language.

4. Godwin-Jones (2016): Emerging Technologies in Language Learning

The author of the article discussed on the impacts of mobile assisted language learning (MALL) and social media. He noted that it is now easier for learners to make use of such opportunities as Twitter and Instagram for microlearning and language use. His study on spaced repetitions showed that somehow shipment insightful knowledge and created vocabulary and sentence construction via tweets and captions. However, he also frowned at the utilization of informal language and undue utilization of the so called short hand forms that may hamper on the good formal communication skills. Therefore the study noted that there is a great importance of the adoption of the guided learning approach to complement learning that takes place through social media.

5. Lomicka & Lord (2016): Social Media and Language Education

In their article, Lomicka and Lord (2016) evaluated and discussed the impacts of social media in facilitating language learning in terms of participation, communication, and culture. Their source involved the use of social media sites like YouTube, Facebook, and Snap chat with a view of strengthening communication skills. Thus, the degree of comprehensibility of the material and the pronunciation of words are much higher when using video-based lessons with in-class discussions. Other weaknesses which the study made mention include those of distractions influences from digital media and limited face to face communication. They provided recommendations of assisting it to be used as an auxiliary to classical methods of imparting education rather than as a sole method.

6. Sykes et al. (2008): Digital Games and Language Learning

In Sykes et al. (2008) article they focused on role of SNS and digital games in the process of second language acquisition. They noted that online gaming requires the learners to learn by participating in real time conversation with other players who are actually native speakers. The study also pointed that incorporated characteristics, for instance, the motivation to practice languages through games. However, it also cited the risks and challenges associated with it as they include the use of informal or even wrong words. The authors recommended that the incorporation of the common game based learning should be done in a manner that addresses the leisure as well as the educational goals.

7. Lee & Markey (2014): Social Media and Writing Proficiency

Lee & Markey (2014) discussed the relationship in which social media affects the writing of students. The studies have concluded that blog and social networking sites help learners in making expression of ideas and putting the sentences into structure and grammar. But they also noticed that the on gratuitous use of abbreviation, emoticons and other colloquialism is undesirable in academic writing. While it was unveiled that social media is essential for learning and keeping students engaged, the study recommended the creation of a set of guided writing activities that would promote enhancing the learners' formal writing skills.

8. Wang & Vasquez (2012): Microblogging and Language Learning

Wang and Vasquez (2012) conducted research to establish the use of platform like the microblogging in lecturing languages. They found out that posts made in the period of 5-15 minutes are useful for subsequent coordination and organization of ideas into sentences in addition to promotion of spelling and grammar. It also identified that speculation has the potential to provide context-based learning through applying of hashtags and other social media activities. However, they pointed out that such restrictions in character space should elicit shallow ideas and the formation of a compact sentence. The authors suggested that the educational activities should be planned to be short in time and at the same time very intensive in changing the writer's viewpoint about her writing.

9. Reinhardt & Thorne (2011): Informal Digital Learning of Languages

Reinhardt and Thorne (2011) examined how people develop language abilities outside classrooms in cyberspace. Conducting a research, they came to the conclusion that through social media people can communicate and get to know other cultures, which will definitely improve language acquisition. But at the same time, informal learning reflected that it is hard to organize the process of assessment as a structured learning course. The authors suggested that informal learning should be complemented by formal procedures of teaching and assessment.

10. Lamy & Hampel (2007): Online Communication and Language Learning

In another academic article, Lamy and Hampel explored the use of online communication towards language development. They concluded that when learning virtually, students are conversant with many accents and dialects thus enhancing conversation. They also argued that detail-oriented communication through use of text messages assist in improving grammars and vocabulary. But they described some of the drawbacks including inadequate or limited face-to-face communication and misunderstanding since most communication was done through text messages. The kind of interactions which were recommended by the authors are concerning the use of both the videos and voice interactivity to make learning stimulating.

11. Kabilan et al. (2010): Facebook for Language Learning

Kabilan et al., (2010), in his study, analyzed the issue of the use of Meta on the acquisition and mastering of English language. In their research, the authors identified that students, who participate in the discussions and interactions on the Meta, had enhanced their confidence in the writing and speaking. They also noted that by engaging in the use of social media there is group learning as well as group problem solving. But the study mentioned that informal communication could cause a reduction in the practice of form writing among the learners. The authors also suggested that likelihood of more casual language should increase towards the end of educative activities and should altogether be moderated by educators.

12. Peterson (2010): Online Interaction and Second Language Learning

Peterson (2010) looked at how individuals' communication through the internet in forums, chat rooms and social networks impacts on language learning. He concluded that by engaging the learners in the online discussions, they tend to be more conversant in their communication skills. The study also pointed that real-life conversation with native speakers is very effective in matters touching on pronunciation and fluency. But according to the description given by Peterson there is a challenge of distraction resulting from the overuse of digital tools as a result of which learners are not able to be consistent in their learning process. He also posited that learning how to engage in the other structured way when interacting in the online communities will help enhance the gains gotten from Internet activities.

13. Zourou (2012): Social Networking and Language Learning Communities

Zourou (2012) studied the impact of online language learning communities on second-language acquisition. Her research found that platforms such as Duolingo, Busuu, and HelloTalk provide interactive environments that motivate learners. She highlighted that gamification and peer feedback contribute to learner retention and progress. The author recommended incorporating structured goals and assessments to ensure effective learning outcomes.

14. Sun (2010): Blogging and Language Learning

Sun (2010) explored the role of blogging in improving language proficiency. His study found that writing blogs helps learners practice vocabulary, sentence structure, and self-expression. He also observed that peer feedback on blog posts enhances learning through collaborative discussions. However, the study noted that motivation plays a crucial role in maintaining consistency in blogging. The author suggested educators to encourage themselves in regular writing practice with constructive feedback to reinforce learning.

15. Guth & Helm (2010): Telecollaboration and Language Learning

Guth and Helm (2010) examined how telecollaboration, or virtual exchanges between learners from different countries, supports language learning. Their research found that cross-cultural communication enhances language skills and cultural awareness. They observed that video calls, messaging apps, and collaborative projects improve listening and speaking proficiency. However, the study also pointed out technical barriers such as internet connectivity and time zone differences. The authors recommended structured language exchange programs to maximize learning outcomes.

Conceptual Framework of Social Media in Language Learning

1. The Evolution of Language Learning in the Digital Age

Language acquisition has known some changes with the help of the technological development. With the traditional way of learning by using the classroom instructions, text books, language laboratories having been redeemed or complementary with the new techniques. While schools and other educational institutions focused on the effectiveness of memorization, grammar Checker engages in contextually social, stimulating, and effective learning. The advancement of the lost of digital era has extended the learning of language skills beyond the class and traditional learning. Thus, there is a need for research as to how effective and how far-reaching social media is within acquisition of language.

2. Social Media as an Interactive Learning Platform

Another prospect of the digital media for the acquisition of language is that it is interactive in nature. Social media sites like Facebook, tweeter, Instagram, and TikTok help the customers to engage in conversations, share information, and even get remarks from the entire world. Social media is a different learning model from passive learning hence, it makes the learning process more stimulating to learn a new language. Learners are given an opportunity to chat with native speakers, participate in language clubs, and get working experience. Moreover, the use of live streaming and video such as You tube allows the learners to listen to native pronunciation, culture, and listen. This model corresponds to the trends of modern training concepts that top priority is given to the subject exposition and activities involving students.

3. The Role of User-Generated Content in Language Learning

Social media UGC is extremely important as it helps in acquiring language skills more effectively. Blogs, vlogs, podcasts, and discussion threads help to offer learners a lot of authentic material. In contrast to a textbook, which can grow old and may contain words that are no longer used in today's society, UGC brings in use of language such as slang, idioms, and culturally relevant phrases. This way the learner gets professional learning from the

source and his understanding of language is broader than in formal methods. However, the freedom that is witnessed in UGC has its shortcomings whereby students are exposed to wrong grammar patterns, informal language, and information that is sometimes incorrect. Consequently, learners need to maintain a skeptical attitude towards UGC and check the received information from more credible sources.

4. The Impact of Social Media on Writing and Communication Skills

Digital media has greatly impacted on the manner in which individuals write and communicate. SNSs that entail usage of brief content are good examples; this is because the information shared has to be put in as few characters as possible such as Twitter while those that welcome more elaborated information like writing blogs and uses forums. This is, however, both a kind of boon for language learners and a bane. On the one hand, often read the material developed good lexical means, correct grammar, and syntax. However, casual conversation of social mediaemy and slangs make learners sloppy in their writing as they master this kind of communication. School people have to learn how to use new and informal means of communication, which do not hinder adequate learning of academic language.

5. Social Media as a Medium for Listening and Speaking Practice

Not restricted to reading and writing, social media also helps in developing the listening and speaking ability. Services such as YouTube, Clubhouse, and TikTok offer the learners a chance to listen to native speakers thus enhancing on their pronunciation and understanding. In the same manner, voice messaging and the live discussion enable learners to develop an actual interaction rather than a written communication in class. These include HelloTalk and Tandem social platforms that allow learners to practice with the native speakers practically in real-life situations. However, the several samples of the benefits entail difficulties faced by the learners, for instance, anxiety in live interaction and comprehension of diverse accents. To address these issues effectively, structured speaking activities and listening by the media activities can be used.

6. Gamification and Language Learning through Social Media

You are aware of what gamification is; basically, it is the act of incorporating some features of games into learning. The reason behind the use of social media's and such language learning applications such as Duolingo, Memrise or Quizlet, is that teachers apply gamification in teaching. Motives like values, awards, and games compel the learners to remain active in terms of practice. Furthermore, many social networks also involve specified groups where students can find language tests and competitions that increase the effectiveness of learning. One of the issues pointed out by many scholars is that, sometimes, gamification takes the center stage and hinders learning. Thus, an optimal relationship between the use of gamified practices and more traditional methods of language teaching is necessary.

7. Cultural Exchange and Contextual Learning on Social Media

It is a misconception to think of language learning as mere acquisition of rules of grammar and vocabulary but also includes aspects of culture. Social media also acts as a chance for using the context of interaction with other people, communicating with native speakers, listening and even participating in real life dialogues. Learners need to integrate more with content popular in culture, different social media personalities, and mingle across the cultures as a way of observing language as a living object. Nevertheless, misconceptions are often experienced by people during cross-cultural communications. To achieve the goal of accountability in the process of cross cultural communication it is important for professors as well as students to be receptive to the process of communication in language acquisition.

8. The Role of Artificial Intelligence in Social Media-Based Language Learning

Currently, artificial intelligence is being used in many ways in language learning activities on social media. The interface features intelligent virtual assistants and warning messages, the translation of texts and individual articles, as well as learning material suggestions depending on the student's progress. The kind of programs used in learning such as ChatGPT, Google Translate, and AI-assisted tutoring applications help in enhancing the learning process by providing immediate answers, feedback, and practice. Further, the AI-based analytics of the e-learning allow tracking of the performance of the learners and offer them a personalized learning plan. Even though the use of AI may provide new ways of amplification and convenience, it cannot provide as personal a touch or as an understanding of the situation. This means learners who rely on the use of AI tools and systems will be left to learn passively, teachers are supposed to use systems that enhance the learning process, but the learners should also take active role.

9. Obstacles and Ethical Concerns in Social Media-Based Language Learning

the process of acquiring new language through digital media has some obstacles. Obstacles include disconnection from other students and teachers, difficulty in finding accurate information in cyberspace, cyptbullying, and privacy. It is inaccurate grammar, abusive language, and prejudice that the freedom of information granted by the social media sites allows the learners to come across. Further, it may lead to increase in procrastination and irregular studying patterns among users of the social networks. Another concern that is explicit when employing the advantages of AI is ethical, as the algorithm may be programmed to enhance the identified bias or restrict the range of the input language's variability.

10. Future Directions and Recommendations for Digital Media in Language Learning

It was observed that the adoption of the digital media in the process of language acquisition is set to grow with the breakthrough of technology. Further studies should also be conducted to identify social media from which

type of learning most benefits the language skills, cognition, and cross-cultural adjustment or acclimatization. Scholars together with financiers should come up with structures that enhance positive effects of digital learning for students while at the same time minimize the demerits. It is recommended to use social media together with conventional lecturing or presentations as they complement each other in the process of learning. Besides, specific components of digital literacy should be integrated into the language learning process so that learners could master such competencies as searching for information in digital environment.

Findings

1. Digital media networks aid learners in practicing in language learning as it provides the ability to communicate with other speakers, engage in discussions and use different media. This is because interactions enhance flow of information and consequent improvement in communication skills.
2. Unlike the conventional learning, through social media, the learning process does not have to be formal having laid down timings of a classroom. Some platforms are more available nowadays making the learning of languages more open to use by people around the globe.
3. The use of blogs, discussion forums, and other forms of online communities improves reading abilities and writing skills of the learners. Nonetheless, the use of informal language, comping, and slangs have an influence at diminishing the formal writing skills.
4. Using Our exists several video sharing websites such as You-tube, Instagram, and Tik-tok the learners are exposed to real English speaking, intonation, and conversational pattern. Also, speaking practice can be developed through the voice chat features, for instance, WhatsApp or the new Clubhouse.
5. It is important in the implementation of digital media where elements of games like challenge, competition ,and incentives like leader board are incorporated to enhance learners motivation. Specifically, as with Duolingo or language quizzes in social networks, this kind of learning occurs quite consistently.
6. In turn, social media enables the learner to learn cultural practices within the language since they get to relate with people in the real world who can accompany their language use with actions. But often people belonging to different cultures may face certain difficulties due to the lack of proper understanding of each other's culture.
7. The utilization of Artificial intelligence in the language acquisition applications offers immediate feedback, practical exercises, and translation services. Nevertheless, the extensive use of AI tools may reduce the prospects of developing a more profound understanding of enhancing critical thinking.

8. As much as social media provides various learning opportunities, entertainment determines the learning experience to be interrupted and causes poor studying habits.
9. The use of a digital media platform in practical learning is problematic as it allows learners to come across a lot of incorrect grammar, informal language structures and even misleading information provided by a group of their peers. Critical evaluation skills are important to be applied on sources, so only valuable ones will be included into final list.
10. There are certain obstacles that the learners face in the process of participating in the online language communities and interacting with people they do not know including issues of privacy, bullying, and exposure to indecent content. That is why members of the learning community are advised to embark on safe practices when engaging in digital activities.

Suggestions

1. I believe that the curriculum should include a certain structure and a plan that would incorporate the aspects of social learning into the language with the necessary portions of grammar, vocabulary, pronunciation etc.
2. It is, therefore, possible for the educational institutions to incorporate SBA in the teaching of language courses for a mix learning method. Technology can be adopted in teaching and learning processes in order to enhance the teaching activities.
3. Language learners should be equipped with certain skills as they engage in the usage of the social media technologies in order to avoid being misled. This will better inform them and thus improve their experience into the subject in question.
4. Social media should enhance the moderation of content to curb the use of poor English grammar, evils, and prejudices in language learning forums.
5. It is recommended that learners should get to conversing with native-speaking people using the HelloTalk and Tandem apps to master the practical skills.
6. Some of the uses of AI include translation and chatbots but they should not be relied upon as a primary source of learning. Nevertheless, it will always be helpful and crucial for humans to use interaction in their command over the language.

7. Students need to set specific time-use policies to keep away from interferences that come with use of social media for language acquisition. To ensure that this is the case, learners should set specific learning goals and use productivity apps.
8. Both education and learning called for protection of students from negative interactions that are not allowed in the school, not to share personal data in the group and report to the administration of any negative materials they encounter online.
9. Online study groups, discussion forums, and virtual language clubs can be promoted in order to encourage the development of an online learning community. Peer-to-peer learning enhances language retention.
10. More studies should be done in the social media effects on second language acquisition as a way of addressing and targeting deficiencies and enhancing teaching the techniques of online learning.

Conclusion

This paper explores the impact that has been brought by social media to the process of language acquisition and development. It is established that through the use of technology, learners are able to use up-to-date multimedia, culture, productive and communicative tools be exposed to the culture and language of the English-speaking world, and to be able to converse with native speakers at any given time. Social media can be a great tool for practicing reading, writing, speaking, and listening where multimedia content is used, discussion forums are encouraged and AI-enabled tools are applied.

However, as has been demonstrated in this paper, digital media also has challenges as the language learning tool. Some of the obstacles that may impact the quality of acquiring include; use of digital implements, compromised reliable information, use of informal language, and security issues. Further, some of the goals and strategies of language use in CMC can be complemented with traditional methods for consolidated the training of the fundamentals of the language. Learners are required to be critical while engaging in content consumption, for them to get the best of these platforms or platforms that are informative as well as entertaining in equal measures.

In other words, educators and the relevant institutions can effectively introduce the utilization of the social media in teaching of formal languages while enhancing the digital literacy competencies of learners and students, as well as encouraging them to be responsible citizens in the social media circles. Some of the technological tools that should be adopted in the strategy include language-learning apps, video tutorials, and

gamified learning and social media networks or groups. Thus, through the use of structures there stands a high possibility of learners being exposed to informal learning where they develop wrong linguistic behaviours.

More research should be done on the impact of the use of the digital media on language acquisition and evaluate the use of social software tools in learning. Further, bringing in the structures to moderate language learning content and protect the learner from exposure to vice is also crucial in the contemporary world. Therefore, the social media opportunities combined with the consideration of its drawbacks can serve as the foundation for a rich and efficient learning environment for learners, educators, and researchers.

Therefore, based on the analysis based on accessibility, engagement, and real-life application, social media is one of the best places through which language can be learnt. Nevertheless, depend on how the learners conduct themselves in order to overcome the complexities which come with use of the open learning and how accommodate structure learning methodologies. That is why by learning from the mistakes, social media can be successfully continued to be utilized in effective learning of languages in the global market.

Future Scope of Research

There are remaining research opportunities for investigating the use of digital media in language acquisition, as the following sections outline. It mentioned one of the major research gaps as the development of digital media usage and learners' language skills, especially in the aspects of research duration where students are followed up for long time to establish the changes in their vocabulary, grammar, pronunciation and fluency. Consequently, a comparison between traditional learning with social media learning will help in gaining knowledge on which digital media is better than the traditional classroom instructions.

The second concerning research field is the use of digital media for the improvement of multilingual education especially for less popular and endangered languages. This is because, through social media, pupils are exposed to different languages and cultural conducts as well as ways of expressing themselves hence providing research areas for aspects of culture and context and how learners manage to deal with new standards. However, social media involves relatively more casual language, and thus there are issues concerning certification, typographical irrelevance in slang, abbreviations and improper grammar with reference to formal language learning. Subsequent studies can be conducted to determine the impact of these elements on the learners' formal language usage in learning and workplace environments.

In addition, there is an integration of the aspect of gamification to the social media learning. Research may focus on how motivational aspects of game related to competition, incentives, and educational challenges affect learners in language acquisition and their interest in the lesson. Thus, privacy and security in social media based

language learning create a challenge, there is the need to continue research to develop safe social media operating environment for language learning.

Thus, the following years' research can be based on the creation of a definite structure that will allow learners and teachers to use digital media effectively for language acquisition. Moreover, investigations can be made toward effectiveness of social media in retaining language and cognitive overload, which may determine if social media enhances or hinders cognition due to an information overload. Another area to investigate is personalization and adaptivity the effects of which concern interaction and development of revised learning paths based on artificial intelligence and learners' performance.

Hence, exploring cooperation between academic institutions and SSOs is important for understanding the effectiveness of applying digital tools for structure language acquisition in academic contexts. In addition, he notes that effects of researching language learning in social media based can be evaluated to determine if the social learning approach to digital communication enhances employment and cross cultural skills.

In this way, scholars are to make a significant contribution to the future development of digitally mediated language learning: on the one hand, promoting the opportunities of digital media use in language learning, on the other hand, trying to avoid or minimize the threats associated with their use. Such articles will increase the understandings in terms of structured, safe and a fun learning environments that can be created .

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