New Media and Language Learning: Opening Global Doors to Linguistic Development

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Abstract

Introduction: New media and its significant impact on language learning can be traced back to no more than 60 years. Within this time, the mode of language learning has been revolutionized, by increasing user-accessibility, comfort, and exposure. The most influential types of new media used globally are computer-assisted applications, video-on-demand websites, and social network sites.

Objectives: The present study has three objectives – to review the impact of new media on language learning; to determine the differences between the effects of new media language-learning and traditional style of language learning; and to understand the assistance provided by new media technology in the language learning of populations with learning disabilities.

Method: Literature review method was adopted.

Results: The findings of the present paper highlights how new media has impacted language learning by generating greater accessibility, exposure to content, and user-self-efficacy – which is beneficial with the learning disability population. It has been found that the most effective way of language learning is an amalgamation of new media and conventional face-to-face language learning style. However, this content of language learning has faced degradation. The present study therefore proposes the NMCQ (New Media Content Quality) model. It provides a synthesis of effective new media language learning by matching the quantity of language learners with the quality of content being learned. It proposes an amalgamation of new media technology and human assistance in promoting effective methods of linguistic development.

Conclusion: It has been found that new media alone cannot proliferate optimal language learning, and the quality of content may not be ideal. Nevertheless, new media is beneficial in the efficiency of language learning in terms of accessibility, exposure and cultural assimilation. With the growing global foreign economy, the need for language learners has gained importance. Therefore, the significance of new media cannot be understated in this domain.

Keywords: new media, language learning, social network sites, video-on-demand websites, computer-assisted applications, traditional language-learning, learning disabilities
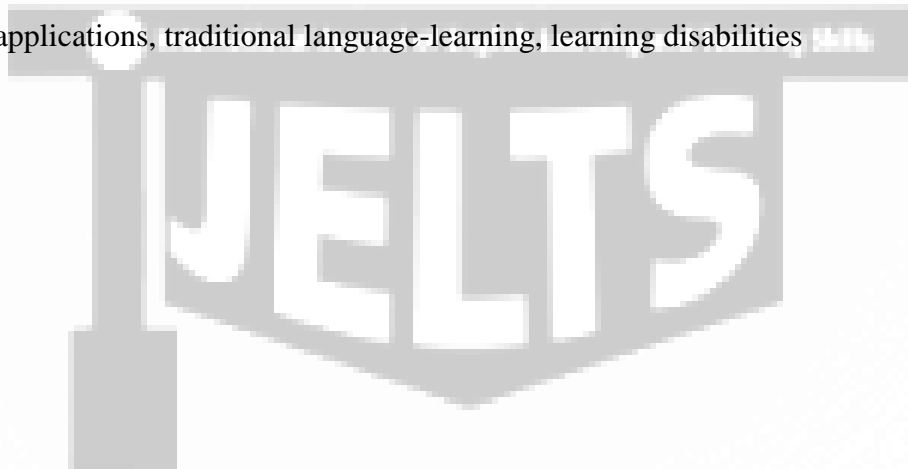
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Time, effort and money.

These are the three variables hinged on which the digital world promises difference, and its presence may be noticed in all the pillars of society – including economy, education, culture, government, and science. Culture has widely been regarded as one of the most important legs of society, as it lays the foundation of one's pride, subjective identity, and familiarity. An aspect that is essential in building and sustaining a nation or group's culture is their language, which acts as an amalgamation of one's thoughts and beliefs (Sapir and Whorf, 1956). Therefore, learning language essentially hands an individual a magnifying glass into one's way of life.

The present paper aims to understand the relation between new media and language learning – including the aspects of its impact on language learning, the difference in effectiveness of new media and traditional language learning styles, and the influence of new media in aiding language learning of individuals with learning disabilities. The three types of new media considered are computer-assisted applications, video-on-demand websites, and social network sites.

The Need of Language Learning in a Globalized Economy

With the corona virus pandemic bringing forth the spotlight on the new media and its endless bounds, Sharma (2020) believes that the world is undergoing the Digital Revolution 2.0 – which has accelerated the multinational growths of businesses, education sectors, pharmaceutical industries etc. Consequently, transnational communication is the need of the hour – and for this purpose, shedding linguistic barriers is needed. Therefore, the salience of language learning cannot be understated. Language learning leading to plurilingualism and multilingualism (Edwards, 1994)

plays a primary role in multinational business transaction, global summits, foreign policy negotiations, transnational education meets etc., and aids in the relatability of one individual with another. It allows the communication of not just language – but of mutual respect and effective relationship-building (Language Policy Division, Council of Europe, 2007; Thorne, 2010). Without a commonality of tongue, inter-unit information transfer would not be possible (Hedlund, 1999). This indicates towards the desideratum of language learning in the new media-dominated 21st Century.

Synthesizing Linguistic Development with 1s and 0s

With the advent of information technology, the language of the new media (i.e. the binary numeric system comprising of 1s and 0s) has gained a stronghold over human language. It has led to methods of teaching and learning being revolutionized, whereby classrooms have adopted the latest approach of integrating technology for the classroom atmosphere (Mutmainna, 2016). The different types of new media have gained unprecedented popularity today. Previously, people used to go through several books for any information on learning a language, but now almost all information is found in the world multimedia. This aids in increasing inter-connectedness of users, thereby ensuring that their language should not have to be a barrier. Carmean and Haefner (2002) propounded that these networks are present-day applied technologies that help any person to learn a second language with minimal stress. New media makes possible virtual meetings via Microsoft Teams, Google Meets, Zoom etc., all of which help facilitate easy and convenient communication between teachers and students.

With video-on-demand websites (Netflix, Amazon Prime and Hotstar) gaining front-row seats to the next wave of globalization in the world, cultural and linguistic divisions have become further blurred. The corona virus pandemic has forced numerous students to abandon traditional classroom language learning environments. Students have been found to be motivated to learn new languages via watching overseas channels, and gain exposure to multiple facets of learning a new language – authentic pronunciation, culture-based jargons and gestures etc. (Webb and Peters, 2020). Continuous exposure to these may lead to gradual internalization of the language and associated behaviours and cultural connotations.

New Media and Language Learning for Learning Disability Populations

Learning disability, just like all other developmental issues, is both an educational issue and a health issue (Rehabilitation Council of India). The prevalence of the studies done for learning disabilities is quite low – attributed to the fact that its diagnostic criteria itself has not been clear (Gorker, 2020). Children with disability may be equally smart or even smarter ('gifted') than the average population (Stankovska & Rusi, 2014). While learning disabilities itself cannot be cured as of yet, the new media has proliferated the administration of interventions and strategies that children with learning disabilities can opt for to learn languages with more ease and comfort.

Learning disability populations possess emotionally and socially maladaptive behaviour and lack of self-confidence. This may lead to the comorbid onset of depression, difficulty in adapting, etc. (Alesi, Rappo & Pepi, 2012; Taanila et al., 2011; Whitsell, 1969). New media technology aims to address these issues, and increase the self-efficacy of learners – consequently increasing their

receptivity to learning languages (Osman et al. (2014). Computer applications aim to demonstrate graphics, animation, slides, and motion videos – all of which increase the level of interaction, attention-span, and participation of learners (Nedelcut and Pop, 2011), and some create realistic simulations for aiding content learning (Wissick, 1996) – all of which contribute to appropriate cognitive processing during learning (Spector et al., 2014).

With the world becoming a global virtual-village, the need for dissolving linguistics barriers for effective intercommunication is required now, more than ever. Therefore, the present study has been conducted in order to understand and review the impact of new media on language learning and its effectiveness in opening global doors to linguistic development. However, in the due course of progression while developing the learning strategies used by the new media there have been some difficulties faced by the learners as well as the guides, and these issues have been countered by the proposition of a new model by the present study – the NMCQ model. This study could later be used to observe that what are the benefits of having new media learning and what are the criteria where these media need to work upon for a better scope of learning and understanding of the language, as well as to increase the effectiveness of language learning via new media as a whole.

Literature Review

Impact of new media on language learning

In order to understand the influence of new media technology on language learning, and the advantages or limitations that it provides for users, past researches have been reviews. Addressing the impact of social network sites (Facebook, e-mail etc.), Derakhshan et al. (2015) aimed to find its effect in learning English language via a detailed literature review. It was found that Facebook,

email, computer media increased the learning of the students' English language. Along with speaking these online tools (Facebook, email, computer media, etc.) can be very helpful in teaching how to write a language. It also pointed that second language is learned from these media frequently, and that social interaction via social networking sites involve socialization among different cultures for which language learning is very important and that is done from these sites. These online tools could be therefore used in the betterment of language learning and enhance the student's writing capacity.

Another finding in the field of social network sites has been highlighted by Liu et al. (2011) by examining "how university students of English as a Second Language (ESL) use social network sites for language learning (SNSLL), and their perceptions of their learning experiences" on 21 ESL students. The language learning websites used here were Busuu, Livemocha, and English Café. The participants were divided into two groups – Grammar and Writing. Tasks were assigned to each of the participants which tested their linguistic skills, and most responses were marked against a 5-point Likert-scale. The results indicated that 67% of participants in the Writing group, and 75% of those in the Grammar group preferred SNSLL. 46 % of the participants also indicated their preference for social network sites to learn English – whereas 31% of them opted for face-to-face learning environments. Various aspects contributed to their preference for SNSLL, including the participant's ability to communicate with and establish bonds with other users, independence over learning styles, and the opportunity to learn native and foreign languages in an authentic set-up from the comfort of one's own home. Furthermore, "receiving feedback" was one distinct advantage that social network sites were able to provide participants. However, this study also noted that if negative or insufficient was provided, the chances of a negative perception of SNSLL by users were high.

Absalom et al. (2004) further investigated the impact of social network sites on language learning – specifically e-mail communication of 80 non-native speakers in Italian program. An assessment exchange took place initially, which led the researchers to ask questions regarding the communication and learning of a language – for instance, "How does email communication affect the participation and engagement of the learners?" and "How does the asynchronous nature of email impact on communication?" etc. This was followed by the email exchange for 13 weeks, after which results showed that in the initial weeks of the communication via email, content was limited to introductory messages. Later-on, there was greater freedom of expression of the language. Therefore, it could be assumed that while e-mail communication may initially restrict language expression and therefore minimize language learning, it also is responsible for providing a platform to express feelings in one's native language.

With regard to video-on-demand (VOD) websites, Dizon (2018) investigated the views of EFL (English as a Foreign Language) students on Netflix with regard to L2 Learning (learning a second language). Data collection of 9 Japanese EFL students was done via monitoring their access (frequency of using Netflix), viewing history (number of tv shows and movies viewed on Netflix), and by conducting a semi-structured interview with the participants at the end of the study. It was found that participants believed their learning standards to have increased after using Netflix for L2 learning – especially "vocabulary learning through the use of…subtitles". Another major point uncovered was that the process of learning was "enjoyable" and that Netflix offered greater accessibility. Nevertheless, "convenience" of usage was an issue for 5 out of the 9 participants, as Internet data usage became a point of contention.

In relation to the same topic, Alm (2019) investigated the impact of VOD businesses on the learning of intra-formal language learning on 12 German students, who were asked to express their "viewing experiences" on Netflix via updating weekly blogs for a period of 3 weeks. Results demonstrated that the cumulative effect of being able to select their choice of television shows, reading the episode guides, fitting the episode timings with their daily routines, regularity and being able to "replay" episodes and scenes in order to note down variables that went unnoticed previously all contributed to the enjoyment and preference of the participants' experience of using Netflix for intra-formal language learning. Additionally, VODs were able to stretch beyond teaching grammar – they also gave students insight into "body language, movement of lips" and the environment, which aids in a more in-depth understanding of a language and its associated culture.

Difference between new media language learning and traditional language learning

Tracing the differences in both implementation and effects of language learning via new media and traditional learning styles, Catherine et al. (2016) investigated the effect of interactive 'word-learning' app with the combination of 'play cards' in the vocabulary of sixty-six 2-year-old children. They were divided into three groups – one was given a 'word-learning' application along with human assistance, the second was exposed to the 'word learning' application without human assistance, and the third was given only 'play cards'. Results indicated that the best performance was shown by the first group – thereby indicating that multimedia applications alone are not

sufficient for optimal language learning, but that its combination with individualized human attention does.

Rakhmanina et al. (2017) conducted a study that aimed to understand the 'The effectiveness of video blogging in teaching speaking viewed from students' learning motivation'. This study had a sample size of 50 students who were divided into four groups based on their motivation level and the learning strategies given. Based on the results the study founded that the students with the combination of having high learning motivation and given videoblogging education did score best on the contrary students with low motivation did score good when provided with traditional method of education. It could be concluded from this study that the use of teaching media or strategy depends on the student's motivation level. Videoblogging was found effective but only for students with high motivation therefore it might not be a universal way of teaching but can facilitate the expository way of teaching.

Neri et al., (2008) conducted a comparative study to understand the difference between the effectiveness of the "Computer assisted pronunciation training" (CAPT) and "traditional teacher-led training". The assessment was done on a sample of 28 eleven-year-old native Italian speaking students and their scores were taken by the performance of the students and a post-test analysis was done. Though scores in improvement did not show much significant difference between the two groups, the students reportedly enjoyed the "undivided attention" and feedback received from the CAPT sessions – both of which were much less in degree in the teacher-led training classes. The study concludes by stating that a mixture of CAPT sessions (focusing on a wide variety of exposure to oral stimulus) and teacher-training sessions (with regard to giving specific attention to individualized pronunciation problems) would provide the best method for language learning.

Impact of new media language learning on specific population

In order to understand the benefits that new media has provided to populations with learning disabilities with regard to linguistic development, Osman et al. (2014) investigated the use of multimedia applications in language learning of 30 dyslexic students. A pre-installed application was present in different tablets and were given to them. They were asked to answer two instruments from their knowledge in dyslexia reading intervention and self-efficacy in implementation reading intervention. A pre-test and post-test were administered to compare the differences in learning, and it was found that the application usage increased the self-efficacy of the dyslexic children and enhanced their knowledge – which in turn, increased the receptivity of the child to language learning.

Campen et al. (2020) investigated whether addition of audio to written text causes redundancy effect among individuals with dyslexia, on a sample of 86 university students. They faced two user faced multimedia lessons (text and picture; text and audio picture) and their eye movements were captured during learning. It was found that the redundancy effect is strong against reading problems which indicate that audio support can provide some decoding skills; and that there is relationship between learning process and learning outcome – thereby highlighting the usage of multimedia. Audio-effect can have negative effect in learning and should not be used for generic purpose but for dyslexic children it is helpful, as it can enhance their capacity to understand concepts. For the average population, however, it could be a distracting factor and can have negative effect. Therefore, this study highlights the need for individualized multimedia technology, developed for specific populations

Singh et al. (2017) aimed to identify dyscalculic children from regular students at a very early age and compare the ability of processing image among those dyscalculic children who were taught using 'Infographic design' and 'Traditional design'. This study was conducted on dyscalculic students in VI standard from the Agra city. Initially 'Mathematics Academic Achievement Test' and 'Mathematical Comprehension Scale' were given to the sample and the scores were noted. Then the 'Infographics' training were given to those children the result of which showed a betterment in achievement motivation of the dyscalculic children and this study finally suggests to use 'Infographics' for better focused learning of dyscalculic children.

Objectives

The objectives of the present study have been subdivided into three main categories, including:

I.   To explore the impact of new media on language learning.

II. To identify the differences between language learning via traditional teaching methods and by the new media.

III. To understand the new media technologies in the assistance of language learning for people with learning disabilities.

These aim to understand the extensive impact of new media, and whether or not it can replace the usefulness of human assistance in effective language learning. Therefore, the findings of the present research paper, along with investigating these aspects, also provide insight into how the limitations of new media in language learning may be addressed. This would provide for a more effective language learning by individuals.

Methodology

Framework of the Study

The present research investigates the impact of new media technology on language learning – in terms of the platforms of social networking sites, video-on-demand websites and computer-assisted programs and applications. The major areas of focus are exploring the general trend of influence of new media on the domain of language learning; to find the difference in effectiveness between the traditional and the new advent of technology in the field of language learning; and to investigate the importance of multimedia applications and computer-assisted technology in aiding the language learning skills of individuals with learning disabilities. The following is a schematic representation of the variables and objectives of the present paper.
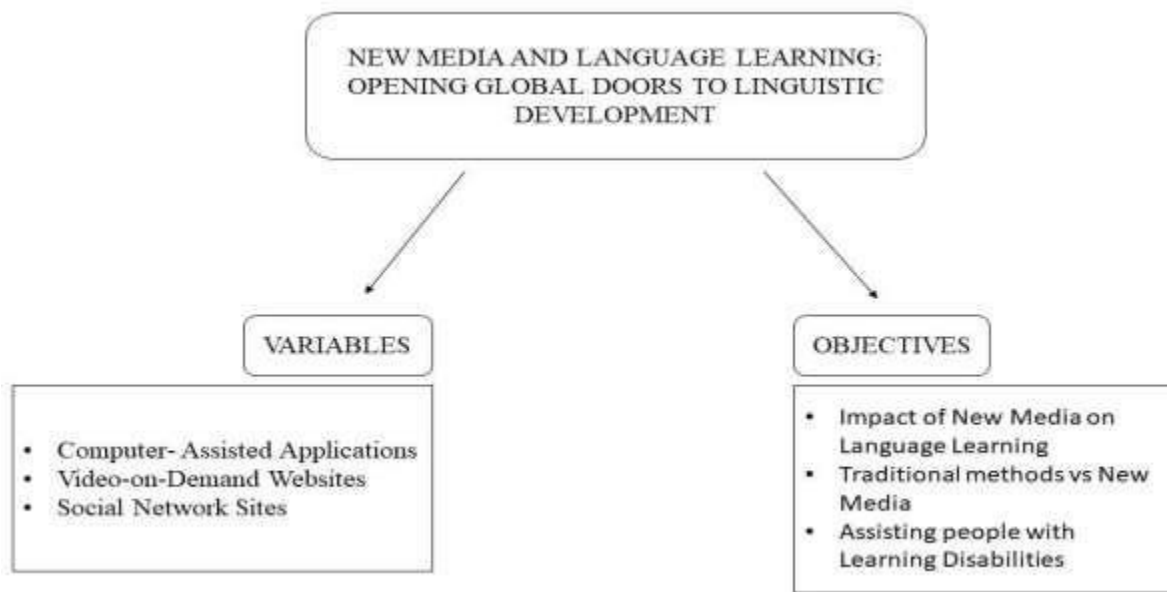
Figure 1

Schematic representation of the variables and objectives of the present study

The present study is based on extensive literature review on the available researches in the related field. The primary websites for research investigation include Google scholar, PubMed, Science direct and SSRN (Social Science Research Network). A selected number of keywords were devised, comprising of 'New Media', 'Language Learning', 'Social Network Sites', 'Computer-Assisted Applications', 'Video-on-Demand websites', and 'Learning Disabilities'. A preliminary pool of articles was collected based on the keywords, in order to select research articles related to the current domain of the present paper. On the basis of their relevance to the objectives of the present research paper, the articles from the initial pool were further filtered and a final list of 52 papers were selected to be reviewed, analyzed and interpreted. The following is a schematic representation of the manner by which the final selection of papers has been done.

Figure 2: Schematic representation of the process of final selection of research articles

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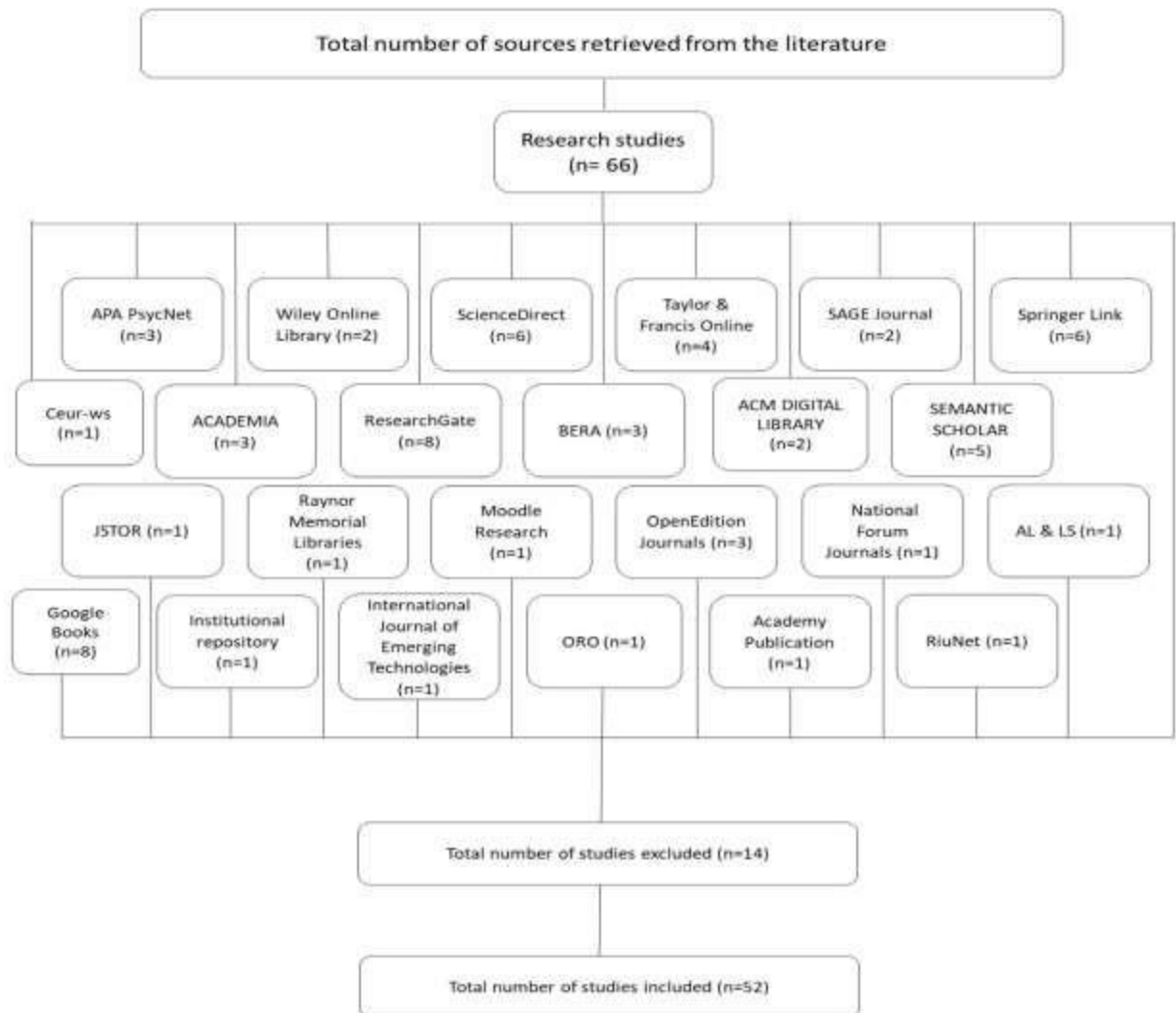
List of Selected Researches

Table 1

Reviewed Literatures (Academic Research Articles)

No.	Literature review	Aim
1	Hidayat and Hermayawati (2016). Designing English learning interactive multimedia based on the 2013 curriculum. Journal of English Language and Education Vol 2. No. 1, June 2016	The research aimed at designing English Learning Interactive Multimedia (ELIM) in SMAN 1 Sedayu based on the 2013 Curriculum
2	Khaddage, Müller, Flintoff (2016). Advancing Mobile Learning in Formal and Informal Settings via Mobile App Technology: Where to From Here, and How? Journal of Educational Technology & Society.	(2014). *Blending face-to-face communication and video blogging in acquiring public speaking skills.* Journal of creative practices in language
3	Balakrishnan, V.D. & Puteh, F.	

	learning and teaching (CPLT).Volume2, Number1	This paper aims to give a brief review of the of the implementation challenges of the mobile learning apps. Along with it the possible solutions to this problem.
		This study aimed to find the effectivity of blending the 'face-to-face' as well as technological way of studying.
4	Stelzer, Gladding, Mestre and Brookes (2008). Comparing the efficacy of multimedia modules with traditional textbooks for learning introductory physics content American Journal of Physics 77, 184	This study aims to compare the use of traditional and multimedia module learning for the students who are studying introductory physics.
5	Osman, A., Yahaya, W. A., & Ahmad, A. C. (2015). Educational Multimedia App for Dyslexia Literacy Intervention: A Preliminary Evaluation. *Procedia - Social and Behavioral Sciences, 176*, 405-411.	doi:10.1016/j.sbspro.2015.01.489

This study aims to describe the use of

multimedia technology apps for the

betterment of the children with dyslexia.

6   Campen, C. A., Segers, E., & Verhoeven, L. (2020). Effects of audio support on multimedia learning processes and outcomes in students with dyslexia. *Computers & Education, 150*, 103858. doi:10.1016/j.compedu.2020.103858

The aim of this study was to see the effect of audio support with multimedia learning among the dyslexic children.

7   Baniabdelrahman. (2013). *Effect of Using Internet Tools on Enhancing EFL Students' Speaking Skill.* American International Journal of Contemporary Research Vol. 3 No. 6; June 2013.

This study had the aim of seeing the effect of using online oral diaries for the EFL students in Saudi Arabia.

8   Rakhmanina and Kusumaningrum. (2017). *The effectiveness of video blogging in teaching speaking viewed from students' learning motivation.* Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5).

Mohammadi, Ghorbani and Hanmidi. (2011). *Effects of e-learning on Language Learning.* Procedia Computer Science 3 (2011) 464–468.

9   Absalom, M., & Marden, M. P. (2004). Email Communication and Language Learning at University - An Australian Case Study. *Computer Assisted Language Learning, 17*(3-4), 403-440. doi:10.1080/0958822042000319647

This study aimed to see the difference between the videoblogging strategy and the expository strategy. Along with that they also aimed to see the difference between the low and high learning motivation students and their interaction with teachers. This study aims to see the effect of e- learning (internet or web based English learning) among students in their learning outcomes.

This study explains the use of e-mail communication to learn non-native language.

i.   Clegg, S., Hudson, A., & Steel, J. (2003). The Emperor's New Clothes: Globalisation and e-learning in Higher Education. *British Journal of Sociology of Education, 24*(1), 39-53. doi:10.1080/01425690301914

This study discusses about the Government policies regarding the Information and Communication Technology (ICT). Along with that the use of technology was determined.

ii. Ryan, S. (2009). 6. Self and Identity in L2 Motivation in Japan: The Ideal L2 Self and Japanese Learners of English. *Motivation,*

This study aims to re-conceptualize language learning motivation considering the effect of globalization on learner's sense of identity.

This study aimed to investigate the effect of interactive 'word learning app' and picture cards on the vocabulary of 2-years old children.
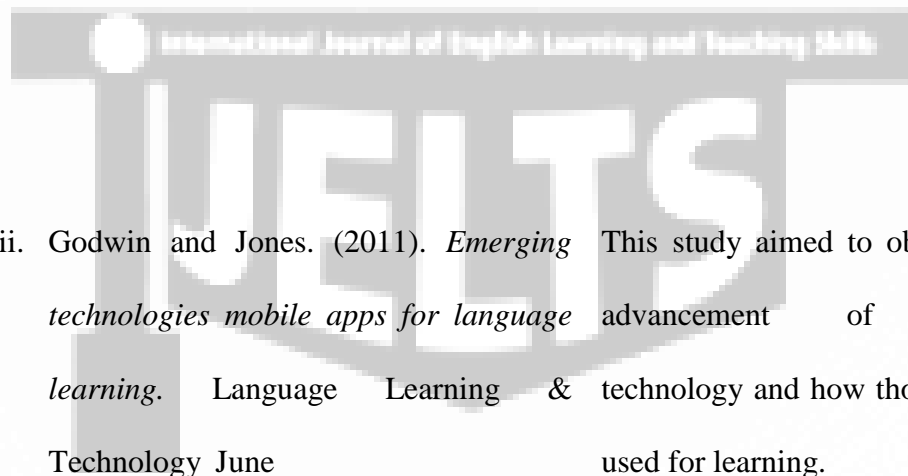
iii. Godwin and Jones. (2011). *Emerging technologies mobile apps for language learning.* Language Learning & Technology June 2011, Volume 15, Number 2 pp. 2–11.

This study aimed to observe the advancement of mobile technology and how those can be used for learning.

iv. Singh, N., & Jain, N. (2017). Effects of infographic designing on image processing ability and achievement motivation of dyscalculic students. In Proceedings of the International Conference for Young Researchers in Informatics, Mathematics and Engineering. Kaunas, Lithuania

(Vol. 1852, pp. 45-53).

There were several aims for this study, out of them the required concern for our topic was the aim to identify the dyscalculic children from the regular students at a very early age and compare the ability of processing image among those dyscalculic children who were taught using 'Infographic design' and 'Traditional design'.

v. Hung, S. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners' perceptions. *British Journal of Educational Technology, 42*(5), 736-746. doi:10.1111/j.1467-8535.2010.01086.

The aim of this study was to implement videoblogging in English learning and see the opportunities to use the target language.

vi. Wagener. (2006). *Promoting Independent Learning Skills Using Video on Digital Language Laboratories.* Routledge. Computer Assisted Language Learning Vol. 19, Nos. 4 & 5, October 2006, pp. 279 – 286.

The study aims to analyse the potential for developing independent learning skills by the use of digital media.

vii. Toh, Munassar and Yahaya. (2010). *Redundancy effect in multimedia learning: A closer look.* Proceedings ascilite Sydney 2010.

This research was aimed to investigate the reverse redundancy effect on students who are non-native English learner in their English learning.

viii. Derakhshan, A., & Hasanabbasi, S. (2015). Social Networks for Language Learning. *Theory and Practice in Language Studies, 5*(5), 1090. doi:10.17507/tpls.0505.25

The aim of the study was to find the effectivity of the social networking sites like Facebook, email, computer media etc. in learning English language.

ix. Plass, J. L., Chun, D. M., Mayer, R. E., & Leutner, D. (1998). Supporting visual and verbal learning preferences in a second-language multimedia learning environment. *Journal of Educational Psychology, 90*(1), 25-36. doi:10.1037/0022-0663.90.1.25

This study aims to understand the generative theory of multimedia learning and what are its application in designing a multimedia environment.

x. Abrams, Z. I. (2003). The Effect of Synchronous and Asynchronous CMC on Oral Performance in German. *The Modern Language Journal, 87*(2), 157-167. doi:10.1111/1540-4781.00184

This study aimed to investigate the suggestion – 'computer-mediated-communication' can help learners improve their oral proficiency'

xi. Edwards, J. R. (2005). *Multilingualism*. London: Routledge. This is a book that concerns about the concepts of multilingualism.

xii. Muhammed, A. A. (2014). The Impact of Mobiles on Language Learning on the Part of English Foreign Language (EFL) University Students. *Procedia - Social and Behavioral Sciences, 136*, 104-108. doi:10.1016/j.sbspro.2014.05.297

The aim of this research was to assess the extent to which mobiles can help in learning a language.

xiii. Gruba, P., & Clark, C. (n.d.). Formative Assessment within Social Network Sites for Language Learning. *Social*

Networkingfor Language Education. doi:10.1057/97811370 23384.001

This study aims to find the usefulness of social networking sites for learning language.

The study aims to investigate the effect of videoblogging in improving the improving the oral presentation skills of students

xiv. Hung, S. A., & Huang, H. D. (2015). Video Blogging and English Presentation Performance: A Pilot Study. *Psychological Reports, 117*(2), 614-630. doi:10.2466/11.pr0.117c20z6

xv. Jauregi, K., & Bañados, E. (2008). Virtual interaction through video-web communication: A step towards enriching and internationalizing language learning programs. *ReCALL, 20*(2), 183-207. doi:10.1017/s0958344008000529

The aim of this study was to determine whether video-web communication tools can enrich the quality of foreign language learning.

xvi. Lem. (2018). *Web-Based Language Learning (WBLL) for Enhancing L2 Speaking Performance: A Review.* Advances in Language and Literary Studies ISSN: 2203-4714.

This is a literature review study that investigates the use of web-based learning strategy for English as foreign language speakers.

xvii. Liu, M., Evans, M. K., Horwitz, E., Lee, S., Mccrory, M., Park, J., & Parrish, C. M. (2011). A Study of the Use of Social Network Sites for Language Learning by University ESL Students. *Social Networking for Language Education*. doi:10.1057/9781137023384.0016

This study examined the opinions of ESL (English as a Second Language) students regarding their experience of using social network sites for the purpose of language learning.

xviii. Neri, A., Mich, O., Gerosa, M., & Giuliani, D. (2008). The effectiveness of computer assisted pronunciation training for foreign language learning by children. *Computer Assisted Language Learning, 21*(5), 393-408. doi:10.1080/09588220802447651

The aim of this study was to compare the effectiveness of conventional face-to-face teaching and computer-assisted pronunciation training on the pronunciation techniques of student

xix. Dizon, G. (2018). Netflix and L2 learning: A case study. *The EuroCALL Review,* *26*(2), 30. doi:10.4995/eurocall.2018.9080

It investigated the perspectives of EFL students regarding learning a second language via the medium of Netflix.

xx. Alm, A. (2019). Piloting Netflix for intra-formal language learning. *CALL and Complexity – Short Papers from EUROCALL 2019,* 13-18. doi:10.14705/rpnet.2019.38.979

It aimed to trace the effect of video-on- demand websites on "intra-formal" language learning.

xxi. Council of Europe. (2007). From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe. *Strasbourg: Council of Europe.*

Languages.

xxii. Hampel, R., & Hauck, M. (2006). Computer-mediated language learning: Making meaning in multimodal virtual learning spaces. *The JALT CALL Journal, 2*(2), 3-18. doi:10.29140/jaltcall.v2n2.23

xxiii. Hufeisen, B., Dr., & Neuner, G. (2004). *The Plurilingualism Project: Tertiary Language Learning – German after English.* European Centre for Modern

This Guide aims to provide a guideline for the development of language- teaching, by stressing on the importance of plurilingualism and multilingualism, and to review the current language policies Europe. It aims to investigate into a new model of virtual language learning which utilizes modes other than that of writing to enhance learning, by implementing an "audio-graphic conferencing application".

The aim is to suggest changes and assessments of current areas of languages and their leaning, with regard to language policy implementation, professors etc., in light of new technological advancement.

xxiv. Reeder, K., Heift, T., Roche, J., Tabyanian, S., Schlickau, S., & Gölz, P. (2001). E/Valuating New Media in Language Development. *Zeitschrift Für Interkulturellen Fremdsprachenunterricht, 6*(2).

This paper aims to demonstrate new approaches to assessing new media language learning software and their impact, and their difference from previous methods of language learning.

xxv. Welch, D. E., & Welch, L. S. (2008). The importance of language in international knowledge transfer. *Management International Review, 48*(3), 339-360. doi:10.1007/s11575-008-0019-7

xxvi. Thorne, S. L., & Fischer, I. (2012). Online Gaming as

Sociable

Media. *ALSIC : Apprentissage des Langues et Systèmes d'Information et de Communication*, 15(1).

To assess the impact of language learning on the proliferation of information and effective communication on the effects of language on the transfer of knowledge within multinational companies.

This paper aims to investigate the present perspectives and findings of the different

types of new media language learning and teaching and its relation with exploration of the quality of language being taught.

xxvii. Mc Dermott, G. (2013). The role of social media in foreign language teaching: A case study for French. *Recherche Et Pratiques Pédagogiques En Langues De Spécialité,* (Vol. XXXII N° 2), 141-157. doi :10.4000/apliut.3813

The aim of the study was to investigate the effectiveness of social media in teaching a foreign language (French) and the receptivity of students towards learning the language via this platform.

xxviii. Slim, H., & Hafedh, M. (2019). Social media impact on language learning for specific purposes: A study in English for business administration. Teaching English with Technology, 19(1), 56-71.

and Learning. *Thammasat Journal.*

xxix. Arndt, Henriette. (2017). The Role of Media in 21st Century Language Learning.

xxx. Sitthirak, C. (2013). Social Media for Language Teaching

2538

It investigates the impact of social media teaching (Facebook) in the learning of English language by students of the University of Tabuk.

To explore the type of "informal online engagement" that yields effective language learning. leads to successful language learning.

The aim of the of the paper is to discuss the impact of social media on the teaching and learning English language.

xxxi. Arrosagaray, M., González-Peiteado, M., Pino-Juste, M., Rodríguez-López, B. (2019). A comparative study of Spanish adult students' attitudes to ICT in classroom, blended and distance language learning modes. *Computers & Education*,134,31-40. doi:10.1016/j.compedu.2019.01.016

Computer Science.

The aim to assess the effect of ICT (Information and Communication Technology) on language learning, specifically with regard to the differences of learning in different learning environments.

xxxii. Klimova, B. F. (2012). Impact of ICT on foreign language learning. *AWERProcedia Information Technology &*

The aim of the study is to assess the impact of ICT on foreign language learning and the roles of teachers and students in this scenario.

xxxiii. Chapelle, C. A. (2012). Computer-Assisted Language Learning Effectiveness Research. *The*

Encyclopedia of Applied Linguistics.

doi:10.1002/9781405198431.wbe al0176

xxxiv. Hall, T. E., Hughes, C. A., & Filbert, M. (2000). Computer Assisted Instruction in Reading for Students with Learning

This paper investigates the effectiveness of CALL (Computer-Assisted Language Learning) on language learning.

To evaluate the effectiveness of Computer-Assisted-Instructions (CAI) in
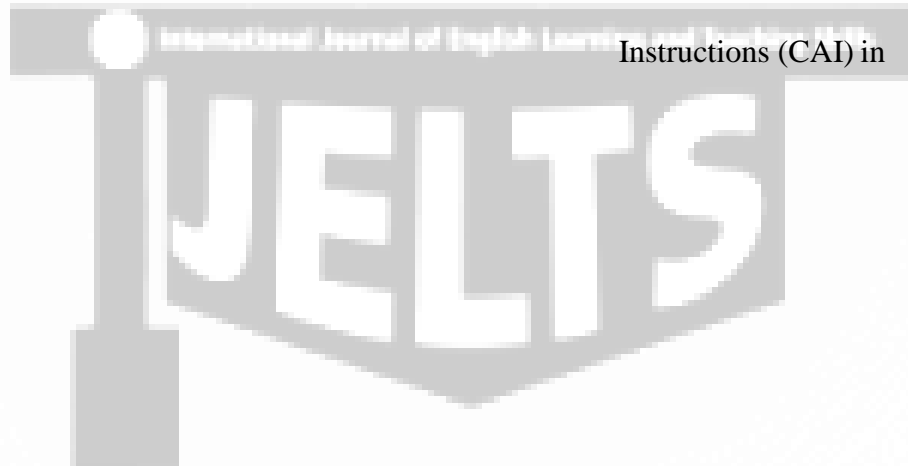
Disabilities: A Research Synthesis. *Education and Treatment of Children, 23*(2), 173-193.

xxxv. Munir, M., Setiawan, W., Nugroho, E. P., Kusnendar, J., & Wibawa, A. P. (2018). The Effectiveness of Multimedia in Education for Special Education (MESE) to Improve Reading Ability and Memorizing for Children with Intellectual Disability. *International Journal of Emerging Technologies in Learning (iJET), 13*(08), 254. doi:10.3991/ijet.v13i08.8291

enhancing the reading, decoding and comprehension skills of children with learning disabilities.

The aim of this study was to analyse the effectiveness of the use of Multimedia technology of education system to improve reading ability of children with disabilities.

xxxvi. Mutmainna, M. (2016). *Implementing blogs as a learning tool in ASIAN EFL/ESL learning context.* BRAC University Journal, XI(1), 27-35.
This study aims to see the effectiveness of the use of 'web-blogs' or 'blogs' in improving the basic language skills of students.

xxxvii. Schmidt-Weigand, F., Kohnert, A., & Glowalla, U. (2010). A closer look at split visual attention in system- and self-paced instruction in multimedia learning. *Learning and Instruction*, 20(2),100-110. doi:10.1016/j.learninstruc.2009.02.011The study aims to investigate the visual attention distribution in learning from text and pictur

xxxvii. Shuter, R. (2012). Intercultural New Media Studies: The Next Frontier in Intercultural Communication. *Journal of Intercultural Communication Research, 41*(3), 219-237. doi:10.1080/17475759.2012.728761 This study analyses the effect of inter cultural language learning via new multimedia technology

xxxviii. Thongmak, M. (2013). Social Network System in Classroom: Antecedents of

Edmodo © Adoption. *Journal of E-Learning and Higher Education,* 1-15. doi:10.5171/2013.657749

This aims to study antecedents of Edmodo adoption as a classroom collaboration tool to compare the effect of antecedents, to explore university students' views about Edmodo, using Thailand case.

This study aims to examine how much the students are able to develop independent language learning skills by

the use of 'digital language learning laboratory'

xxxix. Wagener, D. (2006). Promoting independent learning skills using video on digital language laboratories. *Computer Assisted Language Learning, 19*(4-5),279-286. doi:10.1080/09588220601043180

Discussion

This paper analyses past literature in order to present an aggregate and concise amalgamation of the current scenario of new media and language learning – in terms of the former's impact on the latter, the differences offered via new media teaching and traditional teacher-classes, and the importance of new media in aiding specific populations to learn languages – specifically those with learning disabilities.

Previously, the importance of language-learning and its implications would be limited only to the education sector – and as the education sector did not gain much coverage in the media during the 1970s (Ravitch, 1990), language learning had also taken a backseat. Today, language learning determines potential business success, growth and proficiency because of its ability to transcend global boundaries and adjust to cultural diversities – thereby establishing a multinational business platform, which is of utmost salience to organizations in the hospitality and retail sector, and for those companies which frequently sign deals and projects with foreign clients (Foreign Language Learning Market research, 2020). Learning languages online proves to be extremely cost efficient, and in a world run by economy, this creates the equation for a hike in the market for its demand. Thus, multiple companies and firms can be seen to already invest in platforms which offer language learning via the new media, including AI (Artificial Intelligence)-powered language learning services such as Babbel, Duolingo, Busuu, Memrise etc. Language learning has often been considered to be limited to simply the knowledge of its lexical, syntactical and pronunciation aspects. However, understanding that language learning refers to three outlets of the new media which this paper has focused upon are social networking sites, VODs (video-on-demand) websites, and virtual applications.

Findings related to the first objective

In terms of the impact of new media on language learning, receiving immediate feedback (Liu et al., 2011), autonomy and freedom over their own pace and style of language learning (Liu et al., 2011), and being able to access a wider variety of information from the comfort of their own environments (Liu et al., 2011; Dizon, 2018) have proven to be distinctly advantagous of learning languages via new media. Social network sites (SNS) present significant advantages to its users

includes (but not limited to) being able to communicate with other users (Derakhshan et al., 2015; Liu et al., 2011) and this social interaction feature aids in increasing levels of motivation for students to stimulate further language learning developments (Derakhshan et al., 2015). This helps in gaining motivation and relatability with other users, thereby hiking interest and attention to language learning via SNS. The following chart represents the popularity and preference of language learning social networking sites, as compared to traditional face-to-face learning (Liu et al., 2011).
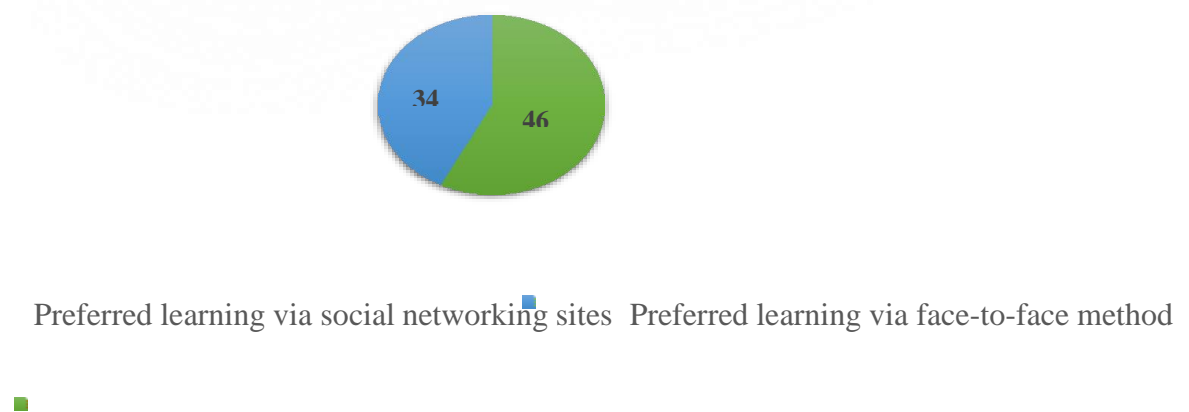
Preference of mode of language learning

Preferred learning via social networking sites   Preferred learning via face-to-face method

Figure 3: Preference for mode of language

learning Source: Liu et al. (2011)

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VODs allow users to not only learn a language, but also understand its history, associated cultural connotations and implications by providing visual stimuli (Dizon, 2018; Alm, 2019). The applications of a language may be benefitted by gaining insight into the intra-formal usage of the language, associated body language and facial expressions, based on different cultures. VODs provide an opportunity to access these global cultures at a faster speed and with greater comfort. Today, one can visit, for example, Russia without having to step out of their door.

Computer-based and mobile learning applications have been found to provide informal manner of teaching, hence supporting students by increasing comfort levels and easier understanding (Khaddage et al., 2012). In terms of the mental health of students, applications such as the computer-assisted pronunciation training (CAPT) tend to increase the "self-efficacy" of students with dyslexia (Osman et al., 2014) and confidence of students because of the "undivided attention" provided by CAPT (Neri et. al., 2008). Since efficacy beliefs of individuals significantly contribute to their "level of motivation and performance" (Bandura & Locke, 2003), students with low self-efficacy may show inefficiency to adapt to educational technologies. With the world today increasingly relying on the transformation of educational systems into e-learning platforms, adaptability and receptivity to these changes are essential.

Identified trends following the second objective

Teaching methods of the new media and traditional teacher-learner methods have been found to differ in terms of their levels of attention and feedback provided (Neri et al., 2008 and Liu et al., 2011 respectively) have been identified, the general trend has been that an amalgamation of both e-learning and human assisted teaching of languages contribute to the most effective method of language learning (Mohammadi et al., 2011; Walter et al., 2016) – as their individual disadvantages

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are nullified. Neri et al. (2008) states that CAPT sessions (exposure to oral stimuli) and teacher-

training sessions (individualized attention) provide the ideal combination of a mixed- method

language learning facility. The following graphical representation demonstrates the difference in

play-time invested by participants in language learning activities. New media technology (tablet

computers) and human assistance (adult accompaniment) yielded the maximum amount of play-

time, compared to other groups, where either new media technology, human assistance and

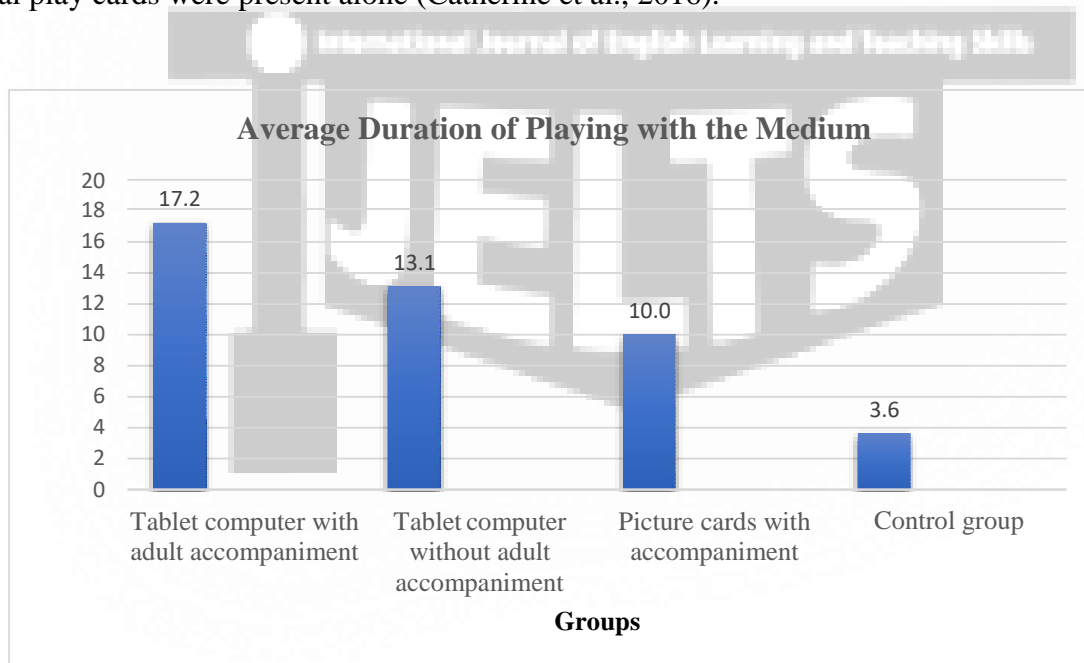physical play cards were present alone (Catherine et al., 2016).

Figure 3

Graphical representation of the average duration of playing with the medium (tablet computer and

picture   cards)   in   relation   to   the   presence   of   human   assistance

Source: Catherine et al. (2016)

In reference to the present study's third objective, the following data has been identified

New media technology has brought about adequate steps required to ease the flow and understanding of language learning for individuals with learning disabilities. With MESE (Multimedia in Education for Special Education) applications leading to enhanced reading skills and memorization (Munir et al., 2018), and new media applications aiming to integrate reading fluency and automated word recognition facilities (Leon et al., 2017), new media shows promise in ameliorating ease of access and usability to its target populations. Additionally, one's self efficacy greatly determines their receptivity to learning a language, and researches have indicated that multimedia applications contribute to a hike in this construct within individuals with dyslexia (Osman et al., 2014).

However, the administration of computer-assisted applications may not be enough to account for the sole source of this motivation and self-efficacy of individuals with learning disabilities. There seems to be a relation between the predisposed learning motivation of students with learning disabilities and their learning strategies (Rakhmanina et al., 2017). Students with low motivation in learning gave better outcome when used traditional teaching and students with high motivation in learning showed better outcome with multimedia learning – hence, individual differences in the language learning styles need to be accounted for (Oosterheert et al., 2001).Although new media technologies have been found to pose numerous advantages to its users for language learning, many researchers believe that this has led to the degradation of the quality of the languages being learnt by users. Baker (2013) believes that this wider usage of new modes of communication and language proliferation has led to "devolve the expression of English". The combination of informal communication and social media trigger rapid transition in the qualityof

content of language learning (Reed, 2014). Reed (2014) believes that social network sites provide a breeding spot for neologisms and textspeak, thereby reducing one's exposure to the traditional and formal linguistic constructions of a language. Greater demand by foreign markets and global businesses for multilingual and fast-language learners and increased language-learning platforms via new media technology does not translate into ideal proliferation of language-knowledge. Therefore, the increase of language-learning via new media does not implicate increase in more adept writers and speakers of a language. It simply increases the prevalence of writers and speakers of a language. To improve this aspect of new media and language learning, the following model has been proposed by the present study – the NMCQ (New Media Content Quality) model.
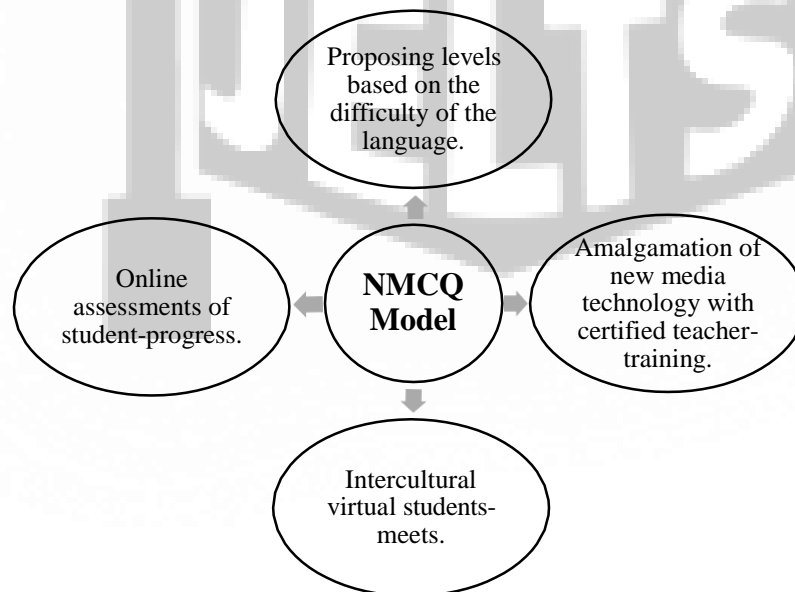

Figure 4

The New Media Content Quality model

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This model describes four key requirements to increase the quality of content of language-teaching by new media technologies. Based on these requirements, future computer-assisted applications and websites should be built upon, in order to match the new media-triggered hike in number of language learners with the quality of content being internalized by them. These proposed requirements include 'proposing levels based on the difficulty of the language', 'amalgamation of new media technology with certified teacher-training', 'intercultural virtual student-meets', and 'online assessments of student-progress'.

'Proposing levels based on the difficulty of the language' refers to the introduction of content quality control techniques via incorporating various stages of language learning stimulus that the user will be exposed to at a given time. These levels are set on the basis of the Interagency Language Roundtable (ILR) developed by the United States Foreign Service Institute (1985), which ranks language proficiency from levels 0 to 5. These are 0 ("no proficiency"), 1 ("elementary proficiency"), 2 (limited working proficiency"), 3 ("professional working proficiency"), 4 ("full professional proficiency), and 5 ("native or bilingual proficiency"). These divisions have been made by exposing the users to varying difficulty levels of phonetics, morphology, syntax, semantics and pragmatics. This ensures a higher quality of content as it does not let the user progress to the next level without adept knowledge of the previous stages.

'Amalgamation of new media technology with certified teacher-training' states the necessity of synthesizing applications such as CAPT (computer-assisted pronunciation training) and MESEs (Multimedia in Education for Special Education) along with human assistance and guidance from verified teachers in the field of language and linguistics. This ensures a credible source of knowledge for learners – thereby guaranteeing higher quality of content being internalized. Past

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researchers have also suggested that new media technology alone cannot produce an optimal level of language learning, and have suggested that this can be controlled if joined with conventional teacher-led training (Catherine et al., 2016; Neri et al., 2008). Therefore, amalgamation of both technology and human assistance may be done via means of the former providing CAPT and exposure to cultural-based videos and content, whereas the human assistance aspect may be fulfilled by frequent feedback sessions and corrections being provided by the certified teachers.

'Intercultural virtual student-meets' provide for authentic cultural assimilation platforms, whereby online conferences may be conducted with different language learners along with native speakers. These conferences and meets will be conducted by certified teachers, so as to monitor the progress and internalization of the language learners. These meets will provide a ground for breeding social interaction and a community-feeling as well, thereby increasing the motivation to learn ((Derakhshan et al., 2015; Language Policy Division, Council of Europe, 2007; Liu et al., 2011).

The last requirement proposed by this model is 'online assessments of student-progress', whereby progress will be tracked via fixed examination periods. This will ensure that the progress from one level to the next is done credibly and that the language is properly learned before receiving a certification of completion or being labelled as 'knowing a certain language'. This examination may have a combined aspect of CAPT-initiated pronunciation tests and traditional teacher-led personalized feedback.

As a cumulative effect of these four requirements, the proposed NMCQ model aims to address the limitations of the growing degradation of language being learned by users across the globe. Hence, by providing a guideline for future development of language learning applications, the world may witness a hike in both the number of language learners and the quality of language being learned.

Limitations

New media and the widespread usage of its platforms have been a recent development, dating back no more than 60 years, and therefore its impact on the domain of language learning can be traced back to even less. This leads to a low generalizability of the present reviews and conclusion, as there has been a constraint in the number of articles that could be analyzed and reviewed.

Additionally, the present study mostly deals with the three aspects the impact of new multimedia learning, difference between new media learning and traditional learning and the effect of multimedia learning among special children. But the other dimensions of the new multimedia studies were not focused upon.

Implications

The need for language learners has increased significantly in the past decade due to the prevalence of foreign market expansions. Dissolving linguistic and cultural barriers is the need of the hour, and therefore language learning via new media technology is salient. The foreign language experts and multilingual individuals, especially in areas such as the Asia-Pacific, a consequent growth in the multilingual and plurilingual markets has also been anticipated – which can be seen by the increase in number of students who go abroad to study their cultures and languages.

This demand for candidates who can speak multiple languages fluently and learn languages quickly in order to act as translators etc. for the business world has further created opportunities for computer technology developers to establish new applications and websites which may help in further language learning – with each edition being more interesting, easy to use, with higher accessibility than the last model.

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These global projects provide lucrative opportunities in the market for the upcoming years, and therefore the hike in schools incorporating a necessity to study 2 languages apart from the standard mode of communication can be seen. In these cases, to increase the comfort of users, new media's influence cannot be understated.

Conclusion

Hence, the interrelationship between new media and language learning is one that is relatively new and has gained significance in the last 50 years because of the global networking that prevails the world today. With the world being run primarily by economy, business and their needs for international expansion has gained primary concern for the education sectors, as it is, they who are tasked with providing industries with a future generation of investors and support. Thus, language learning has gained a forefront in both these sectors of society because it gives individuals an asset to absorb various cultures across the globe and surpass territorial boundaries – thereby acting as an asset of unification of the continents. The impact of new media on language learning can be seen significantly considering today's circumstance of the corona virus pandemic when e-learning and online platforms provide the only input of language learning for individuals, and these have thus been thrusted into the spotlight. It has been found that while new media-based communication technologies such as electronic mails, video-conferencing applications, social network sites, video streaming channels etc. have significantly aided language learning among individuals, it cannot replace the utility of traditional face-to-face physical teaching environments as of now (Hampel & Hauck, 2006). Hence an assimilation of both platforms must be effectively compiled in order to reach the optimal and desirable proficiency for language learning.

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