



# INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact Factor: 6.078

(Volume 7, Issue 6 - V7I6-1205)

Available online at: <https://www.ijariit.com>

## Positive effects of social media sites on children's language acquisition: A Review

*Dr. Layth Hussein Mohamdsalih*

[taifali607@gmail.com](mailto:taifali607@gmail.com)

*Gujarat University, Ahmedabad, Gujarat*

### ABSTRACT

*Social media websites and applications have emerged as a new means of communication and self-expression in the modern world as a result of high-tech breakthroughs and the growing relevance of worldwide communication. Globalization has compelled individuals to receive and disseminate information swiftly, and as a result, people of all ages have been pushed to acquire digital skills, which they use to meet their desire for learning and being informed about global issues. All kinds of individuals of all ages use social media tools and applications all around the world to express themselves, get to know other people, share their thoughts and learn others' opinions on global issues, interact, and have fun. In terms of its effects on youngsters, social media offers both benefits and drawbacks.*

**Keywords**— *Social Media, global communication, Social Media and Children*

### 1. INTRODUCTION

Social media refers to the surroundings that alter how individuals connect, interact, and socialize while also allowing them to express themselves freely through the use of internet infrastructure. Social media is a platform that allows users to participate in activities and events recognized as its content as a manner of engaging with their social circles, including other system and society users, and to contribute their own thoughts by bringing them together to create their own content (Cohen, 2011). Although this definition emphasizes engagement and communication among social media users, Fredman (2013) splits social media platforms into two categories: interactive and non-interactive social media settings. Interactive social media spaces, according to Fredman (2013), provide a mechanism for users to communicate. The software programs that enable this communication among users rely on input from registered users in these environments to the system to produce their outputs. In other words, all types of data and interpretations that users provide in the system have a direct impact on the programs' output. Interactive screen-based media such as Facebook, MySpace, game play sites, club penguins, and digital and electronic devices, software, touch tablets, applications, video games, and interactive screen-based media such as Facebook, MySpace, game play sites, and video games.

The output of virtual site programs has a direct influence on blogs and YouTube, and they are built in response to these outputs. In contrast, non-interactive social media sites do not deliver an interactive experience. Songs, movies, photographs, news stories, online images, and adverts that show on sites are examples of content that cannot be changed by electronic devices. These include digital copies of television shows, as well as DVDs and CDs that have been distributed. In summary, interactive social media environments are social media sites where users interact with one another and create their own content through sharing and comments, whereas non-interactive social media platforms are social media sites where users listen to music and watch videos without communicating with one another or creating their own content. Whether the social media ecosystem is interactive or noninteractive, it is indisputable that social media technologies exist and play a significant role in modern life. As a result, it is critical that their uses and effects be thoroughly investigated, and that people, particularly parents, are aware of both their positive and harmful effects on children and act accordingly.

### 2. BACKGROUND

#### 2.1 Increasing Trends About Social Media and Its Uses

The breathtaking pace of developments and innovations in the field of high-tech in the twenty-first century, as well as the increased networking and communication means as a result of these advancements, has forced people to develop digital skills in order to keep up with this rapidly changing information era. The Z generation, in particular, has found themselves in a largely digital world in which they must learn digital abilities. In today's environment, there are children that utilize all of the social networking websites

through their mobile phone applications. The proliferation of so-called social media tools, programs, and services has been made possible by the fact that communication technology and the internet are becoming more and more accessible every day (Boyd, 2008: 92). People use social media because it allows them to do things like introduce themselves, get to know others, share and disseminate their own opinions and ideas, learn about others' ideas and facts, have fun, play games, advertise, and organize events in a quick and cost-effective manner. In comparison to real life, the cost of performing all of the aforementioned activities in the virtual world appears to be relatively cost-effective in terms of business, time, and other expenses. In the virtual world, the conditions of rivalry and business union differ from those in the real world. It can be claimed that the internet's expanding popularity, which began in the 1990s, is continuing, and social media is one of the major driving forces behind this trend. The fact that human beings are naturally socializing and that the resources they have to spend on this effort are decreasing contributes to the continuation of this growing trend in internet use. Almost every Internet site, including retail sites, training and research sites, news sites, discussion sites, and so on, has social media links. According to the 2017 We Are Social data (We Are Social, 2017), 3.77 billion people use the internet, accounting for nearly half of the world's population, while 2.8 billion people use social media, accounting for 37% of all people on the planet. 4.92 billion people use mobile phones, accounting for 66% of the world's population, with 2.56 billion using social media.

## **2.2 Social Media and Children**

When these figures are compared to those from 2016, it can be seen that the number of internet users has climbed by 10%, that of social media users has increased by 21%, that of mobile social media users has increased by 30%, and that of mobile phone users has increased by 5%. (2017, We Are Social) Mobile social media users have witnessed the most significant surge. This demonstrates that social media users are willing to speed up their interactions, exchange information immediately, and provide comments. Because advertising may be presented based on the user's profile, internet searches, age, and gender, social networking sites have become an invaluable place for advertisers, especially because they can be shown depending on the user's profile, internet searches, age, and gender.

Readers can interact with many people who write their opinions under the related texts, read others' opinions, suggestions, and comments, and share their own thoughts with these other people thanks to social media tools. They can share their own opinions and discuss the newspaper columns they read in the real world only with their friends around them. It is possible to access a lot of information, such as culture, art, entertainment, sports, news, weather, and so on, in a relatively short amount of time through social media. Furthermore, this condition allows users to not only access information, but also to follow the ideas, thoughts, and shares of other social media users on these subjects, as well as to influence the decisions taken on these matters. In other words, people may interact at an unprecedented rate and with unparalleled ease. Depending on what ideas are conveyed and spread, this brief connection can have a variety of positive or negative outcomes for people. Because of the benefits and opportunities provided by social media, communication has gotten faster and easier, but the negative consequences and damages of social media are also expanding day by day. In other words, it is self-evident that social media, with its Great power, and thus the potential for both positive and negative outcomes when used, must be managed.

Every place where individuals communicate and interact causes them to go through social, cultural, emotional, and cognitive changes. This will undoubtedly have an impact on society's social, cultural, and political transformations. One of the governments' top priorities should be to guarantee that these reforms are beneficial and well-intentioned. In addition to the aforementioned concerns, many parents are concerned about who their children interact with, how they interact with these other people, and what content their children see and share on social media websites, and they want to be able to control these interactions in order to protect their children. However, due to the nature of social media, it appears that parents will have a tough time controlling what their children do on these networks. Assuming that parents are one step ahead of their children when it comes to technology, this is the first step toward ensuring their safety. As a result, expert oversight may be necessary to verify that the inspection and control are both healthy and safe.

However, it is obvious that healthy family communication and interaction are essential in ensuring that their children do not encounter any unsafe or harmful interactions or content on these social media networks, and that no technical tools or professional support can replace them. Learning through observation is a natural learning style for children, therefore the forms, amount, and purpose of social media use by significant others in the children's family and environment will serve as a model for them. When parents, grandparents, and others profit from social media in positive ways, children's time spent in the virtual environment can be reduced to normal levels, and undesired content and children's interactions with dangerous persons can be avoided. If the parents are conscientious users, the child may benefit as well. It is crucial to realize that when used for fun, games, and friendship, hazards may increase; hence, children should be guided to actual, physical situations rather than social media. Social Media and Children or the internet, which is difficult to monitor. However, rather than limiting or prohibiting children's usage of social media, it may be more effective to guarantee that this is accomplished by becoming a positive role model for them in this area. Otherwise, the children's secretly using a false profile on social media or having a secret social media account with fake identities may make the problem even more intractable. In the contemporary world, individuals should be raised and educated according to the modern requirements and in today's world, the structure and the content of the information, skills, values, competencies and all the other proficiencies that individuals are asked to possess are changing rapidly. Therefore, in such an environment where the requirements are changing at a high speed, it is necessary to be able to benefit from the social media platforms as a learning tool in order to help individuals obtain intended qualifications. At this point, the fact that there is a natural motivation for students to use social media websites can make these social media platforms a valuable educational tool. It can be simple to provide feedback, discuss ideas in a variety of dimensions, provide solutions to problems individually or in groups, work part-time, and track projects using social media tools. Educators can employ this structure, which allows bidirectional contact between people and groups, and communication and engagement between educators and students can be freed from the confines of the classroom and spread throughout life.

According to Chau (2010), there are five major components of using social media. The first is that, because there are little limits, people can express themselves creatively on social networking websites or programs. Almost all audiovisual elements can be freely employed to communicate whatever is on people's minds. The second point to consider is that social media makes it simple to disseminate information. It is quite simple to instantly exchange ideas, opinions, thoughts, critiques, feelings, and so on with only a few clicks of the mouse on computers, tablets, or cellphones, regardless of where people are located. Social media allows people to quickly and easily share whatever they want with other users of social networking apps and websites. The third feature is that social media gives informal support for others' work since people may learn about what is going on in the world by looking at what others have shared on social media. People gain a broad awareness and respect for other people's modes of expression as a result of their usage of social media, and social media also gives an alternate way of socializing. From these considerations, it is clear that social media is used by its users for three primary purposes: communication, amusement, and learning.

### **2.3 Social Media as a Means of Communication**

Because accessing the internet via mobile devices has become a common practice, web sites built for large-screen devices, such as desktops, must now be compatible with small-screen devices. Many social networking sites have created mobile applications to take advantage of the location and time benefits of communicating with mobile devices. This, however, needed means for people to communicate their remarks in a more concise manner. It is considered a social media habit to be able to convey oneself through the use of shorter sentences, fewer words, and abbreviated sentences and words when uploading photographs or videos. People who use social media to form new friendships and converse more with old ones are also likely to follow the companies and celebrities they enjoy. Their shares typically include their families, friends, vacation destinations, trips, even what they eat and drink, as well as other people's shares that they like and activities that they participate in.

At this time, the vast majority of young and middle-aged people are using mobile devices to connect to social networks. It is unsurprising that these people, having discovered the existence of a vast virtual world thanks to the increased ease of access to the internet, go online and use online websites as their initial and primary resources for finding the information they require, regardless of the problems they face. Taking advice from friends on social media, even for buying, is an example of the increasing communication purpose among users.

### **2.4 Social Media as a Portal for Entertainment**

Children utilize social media as a gaming platform. Apart from internet and computer-related problems in general, this might also pose distinct issues. After a given amount of time, children find games with no human interaction to be uninteresting. However, due to social qualities such as competitiveness, business association, cooperation, and the need to show oneself, online games played with other children are played frequently and for long periods of time with the same excitement. These games have evolved into a new way of making new acquaintances and killing time, in addition to simply being a pleasant way to pass the time. Given the abundance of commercials shown throughout these games, children may be exposed to improper content, sexuality, violence, abusive speech, and other potentially harmful scenarios. Worse, certain games grow quickly because people make money from them, and many of these games contain violence, murdering, crime, torture, and even rape, posing major hazards to children. It is critical to use social media games for educational purposes in addition to fun and making friends. To put it another way, assisting children in acquiring the desired knowledge, skills, attitudes, and values through the online games they play should be considered a major goal. Increased control and the development of new control mechanisms will not be enough to achieve this goal. In order to reach this goal, families should be involved in games developed for educational reasons and allowing for social interaction.

### **2.5 Social Media as a Learning Tool**

Children in today's society are expected to be able to use modern technologies, conduct research, solve problems, and think creatively and critically, thus it is vital that they are aware of the issue of social media use. Parents and teachers bear significant obligations in this regard. Parents and instructors must be able to use social media and the internet in order to fulfill these tasks. Families should be made aware of the dangers of using social media and the internet. In terms of creating healthy human interactions, face-to-face schooling can be deemed to be more beneficial than virtual environments. One of the major factors contributing to this condition is that when more than one sensory organ is activated during face-to-face conversation, the communication becomes more varied, making learning much easier. Education technology, on the other hand, can help students succeed academically by attracting their attention and influencing their motivation. One of the inherent features of technologies like computers and the internet is that users can obtain attention without exerting any additional effort. Teachers can leverage this natural sense of involvement to encourage pupils to adopt instructional technologies.

Children and Social Media Smart boards, computers, projection, the internet, and social media technologies can be said to provide desired educational benefits such as hosting and presenting educational content, increasing interactions between students and content, enabling cooperation among students, and providing opportunities for collective or independent research and discussion. Many video sharing services, like YouTube, have a large content repository. Due to being prepared for income creation, these materials, which are used for entertainment, learning, and communication with other people, bring with them a slew of issues. The age-appropriate content rating is insufficient, especially when it comes to verifying the age of videos that involve violence and sexuality.

## **3. FACTORS THAT AFFECT THE USE OF SOCIAL MEDIA**

The advancement of computer, internet, and mobile device technology, as well as their reasonable pricing, are the primary reasons for social media's widespread adoption. However, social media has grown in popularity as a result of the infrastructure elements stated being able to meet some basic human needs. Because these human requirements are far from being supplied by the family and the environment that city life shapes, social media, through which individuals can swiftly meet their needs like investigating, recognizing, discussing, and sharing the values of the society they live in, continues to grow in prominence. The fact that both

parents work, that the number of siblings is minimal or that the number of only children is increasing, and that family members are isolated reduces and inactivates contact in the family. If the family's children are fortunate, one of the parents will spend at least some time with them in the evening, conversing with them and seeing their mysterious worlds, interest, and development. Otherwise, kids might be enticed to their own worlds, which they created with their tablet computers after dinner. It would have been pointless to be concerned if they could construct that universe in the direction of their own lovely ideas. Interactions on the internet and social media, messages delivered through games, and visuals and messages embedded in commercials are all quite successful in moulding their minds. Along with their own worlds, their minds will become unhealthy, full of thoughts and feelings pushed by the internet world, which is disconnected from their families and societies. The internet provides an escape atmosphere for youngsters who have difficulties expressing themselves and who feel continuously alone. It allows them to disconnect from reality. Furthermore, children become addicted to the internet as a result of their desire to surf and make friends on social media environment. Their exposure to unwanted content and interaction by hiding their age and identity can pose great danger for them (Kırık, 2014). As social media fills the big gap left by parents, the amount of time parents spend with their children has decreased even further. This can lead to a breakdown in family communication and, as a result, a weakening of family relationships. Individuals with low self-confidence, poor communication in their surroundings, and no appropriate social situations can use social media to increase their visibility. Children can be more easily affected by the people or groups they communicate with on social networking platforms due to poor communication and interaction among family members, as well as loneliness, which is particularly prevalent throughout adolescence.

**Social Media's Risks and Benefits**  
**The Dangers of Social Media**  
The usage of the internet is expanding every day, and social media is being used by children as well as adults and young people. Even children who are illiterate have become internet users thanks to devices with touch screens. Adults should view what children can encounter on the Internet, where they are left alone to play games and watch films, as a serious problem. After learning to read and write, children who encounter the virtual world through gaming apps and video sites become active social media users. Evoking the children's senses of interest is a simple way to grab their attention. It should be considered as a severe problem, especially if content producers can watch commercials without considering the age of the users. Furthermore, the fact that some ill-intentioned adults can impersonate children by lying about their age and attempting to contact with real children's users on social media platforms should be regarded a hazard. Pornography via text, photographs, audio, and video was one of the greatest risks on the internet, but it appears difficult to prevent the propagation of these contents through social media, while the sources of these contents can be located and closed down. Furthermore, people who seek to attract children to themselves by creating phony profiles on social media appear to have an easy time doing so. In addition to these harmful and unwanted contents, social media contents promoting the promotion of substances and drugs that are potentially hazardous to human health, and attempts by seemingly friendly terrorist organizations to deceive people and increase their popularity among young people, as well as other troubling sharings directly related to human factors that can be found on social media platforms, can negatively influence children, cause the spread of HIV/AIDS, and cause the spread of other diseases. It is a well-known fact that unsupervised and unconscious internet use can have long-term detrimental consequences for children and adolescents, including social and psychological issues (Bayzan & zbilin, 2011).

People can post a variety of things on their social media accounts, including their thoughts, photos, videos, and links to commercial goods, due to their natural urge to share. People are required to behave as carefully and meticulously in these sharings as they do in their daily lives when picking their clothes, eating, conversing with others, and even strolling. Responsible people must consider how others will perceive what they share, how they will be perceived, and how the communicated message will be interpreted. Benefits include the ability to effortlessly express yourself and quickly share information, helping others to share their own experiences and ideas, and discussing a variety of topics are expected to result in unintended consequences when the expected social media is not used carefully and consciously. Uncontrolled display of private life in front of many other users' eyes, exposure to violence and sexuality, dissemination of information that may be dangerous to humans and nature, confrontation with targeted content that disregards social order and rules, misleading product advertising, and exposure to advertisements are just a few of the negative consequences. In summary, if parents and educators are unaware of the possible risks and threats that social media poses to children, it may be more dangerous for them than they realize. Undiy-aundeye (2014) examined the advantages and disadvantages of using social media in her study.

18Social Media and Children, a study conducted by children and adolescents, classified the harmful effects of social media on children into the following categories:

- **Cyberbullying and Online Harassment:** This is, without a doubt, the most deadly and prevalent risk that social media poses for children. Cyberbullying or online harassment can be perpetrated "from an adult to children" or "from peers to peers/from children to children" via social media. Social media is an easy and potentially dangerous platform for spreading false, artificial, humiliating, and unfriendly information about others, which can have a significant impact on youngsters and lead to sadness, anxiety, isolation, and suicide.
- **Sexting:** Children users may see these sexually explicit sharing of others or even children may make such sharing and become targets of child pornography. Social media provides an easy platform for users to share any kind of content, and some people may use the social media facilities to spread their own sexual messages, videos, photos, or information, and children users may see these sexually explicit sharing of others or even children may make such sharing and become targets of child pornography. Sexting can also be used as a form of cyberbullying.
- **Facebook Depression:** Hankings and Jia (1999) used the term "Facebook depression" to describe the unpleasant emotional feeling or scenario that occurs when children spend too much time on social networking websites. Adolescents who are lonely and have difficulty making friends or fitting into social peer groups in their environment may turn to social media websites to alleviate their loneliness. However, they may become overly reliant on these sites, leading to increased social isolation and the development of addiction.

- **Defective Social Relationship:** Inextricably linked to the previously mentioned item "Facebook depression," children who spend too much time on social media platforms may miss out on wonderful opportunities for real conversations and face-to-face sharing in their real lives because they spend so little time with their families and real friends, weakening the family bond and limiting interaction with real people. People are happier when they have real talks and face-to-face interactions. This helps them avoid despair, loneliness, and other bad emotions.
- **Distorted Senescence of Reality** Children today are quite engaged on social networking platforms, and they may experience a different kind of reality in these virtual environments. Children may believe that every relationship they form on these websites, as well as every contact they make through these websites, is genuine and completely safe. They may be unaware that others are attempting to contact them and harm them through these websites. It is not always safe to make virtual buddies. Children may develop online friends and begin sharing their personal information with them without realizing that this sharing may be dangerous in the future. Furthermore, the damaging content of advertisements seen on social networking platforms may have a negative impact on children and modify their perceptions of what is normal and abnormal.

#### 4. FUTURE RESEARCH DIRECTIONS

No one can deny the relevance of digital literacy in the face of the credentials that the information age of the twenty-first century demands people to attain. Children at this age should learn the digital abilities they will need for the rest of their lives in order to meet the demands of the information age. As a result, parents are unable to stop their children from utilizing social media technologies. Children of this age, on the other hand, should be encouraged to learn digital literacy and, in addition to these high-tech requirements, should be taught media literacy. Social media technologies are good venues for youngsters of this age to learn and practice 21st century abilities in order to deal with the information age's demands. Given the dangers of social media tools to children's psychological, emotional, and physical health, one of the most crucial 21st century talents is becoming increasingly vital. Today, people obtain information through an interwoven system of media technologies, which is known as media literacy. The ability to access, analyze, evaluate, and create media is referred to as media literacy. Children gain the essential competence to understand what information they share or reach on their social media accounts is safe and what information is harmful with the use of this skill. As a result, future educational research on social media and children should concentrate on how to successfully teach children media literacy abilities. Another significant aspect of future study on this topic that should be considered is preventive advice studies. Children, teachers, and parents should get preventive guidance services at school so that they are aware of the dangers of social media. As a result, future study should focus on how schools, families, police, and other government agencies might collaborate to develop psychoeducational programs that teach children how to defend themselves from social media threats.

#### 5. CONCLUSION

People live in the "information era" in the twenty-first century, which is distinguished by high-tech innovations that transform the way people live in every aspect of their everyday life. Due to increased access to the Internet and smart phones, social media tools appear to be a necessary occurrence in people's everyday routines among these high-tech innovations. Although most people use social media in large amounts, the real users of these social media tools are youngsters of this age, and educators and parents scrutinize the benefits and risks of these technologies with great care. What educators and parents should do at this time becomes critical. Table 2 provides some ideas for them.

#### REFERENCES

- [1] Bayzan, Ş., & Özbilen, A. (2011). Application Examples of Safer Use of The Internet in The World and Investigation of Awareness Activities in Turkey and Suggestions for Turkey. In 5th International Computer & Instructional Technologies Symposium. Firat University. Boyd,
- [2] D. M. (2008). American Teen Sociality in Networked Publics (Ph.D. Thesis). University of California-Berkeley. Carroll, J. A., & Kirkpatrick, R. L. (2011). Impact of social media on adolescent behavioral health. Oakland, CA: California Adolescent Health Collaborative.
- [3] Chau, C. (2010). You Tube as a participatory culture. Wiley Periodicals. Inc., 128, 65–74.
- [4] Clarke-Pearson, K., & O’Keeffe, G. (2011). The Impact of Social Media on Children, Adolescents, and Families. Retrieved from <http://pediatrics.aappublications.org>
- [5] Cohen, H. (2011). 30 Social media definitions. Retrieved from <http://heidicohen.com/social-media-definition/>
- [6] Ehmke, R. (2017). How Using Social Media Affects Teenagers. Retrieved from: <https://childmind.org/article/how-using-social-media-affects-teenagers/>
- [7] Fredman, J. (2013). Definition of non-interactive multimedia. Retrieved from [http://www.ehow.com/info\\_12211830\\_definition-noninteractivemultimedia.html](http://www.ehow.com/info_12211830_definition-noninteractivemultimedia.html)
- [8] Hankins & Jiao, K. (1999). Constructing Sexuality and Identity in an online teen chat room. Journal of Applied Developmental Psychology, 25, 651–666.
- [9] Ito, M. (2008). Engineering play: A cultural history of children’s software. London: The MIT Press Cambridge.