The Disadvantages of Learning English through Facebook

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1. Introduction

Learning a foreign language needs students to focus continuously while receiving organized language input and chances to practice meaningfully and feedback from trustworthy sources. Students now learn English through unofficial online learning platforms because digital technology has brought major changes to their English learning methods. Facebook serves as a well-known platform which English learners use to access thousands of pages and groups which offer grammar tips and vocabulary learning and short videos and peer interaction opportunities.

The platform of Facebook attracts students because it provides both entertaining content and English learning materials at no cost through its simple access. Students who do not have access to traditional education can learn languages through social media platforms which serve as their educational resource. The educational worth of using Facebook as the primary learning platform has not been determined yet. The system provides motivational support and casual user interaction but its design structure and content organization create major problems for students who want to build precise language abilities that can be applied in different situations.

The paper evaluates all the negative aspects which occur when students depend on Facebook for their English language education. The research from computer-assisted language learning (CALL) and informal digital learning of English (IDLE) and educational technology demonstrates that Facebook lacks structured learning because it presents unorganized language material with limited feedback possibilities and strong distractions which raise ethical issues that make it inappropriate for basic learning requirements. The discussion centers on students who need to develop academic or professional language abilities instead of learning for fundamental exposure or entertainment purposes.

2. Facebook as a Learning Environment

Social networking sites operate as web-based platforms which let users create profiles and establish connections with others by using controlled online interfaces (Boyd and Ellison, 2007). Facebook functions as a top social media platform worldwide which lets users link up with others and distribute content and join activities instead of providing structured educational learning.

Language education researchers study Facebook because it enables students to learn from actual texts and informal communication channels which expand their educational experience beyond conventional classroom environments. Research indicates that students find Facebook useful for English practice because they maintain their motivation through its support of their schoolwork

(Kabilan, Ahmad and Abidin, 2010). Teachers from modern educational institutions use Facebook groups to establish learning environments which let students check their work and give feedback to their peers when working together.

The educational value of Facebook depends on specific learning environments because researchers (Manca and Ranieri, 2016) state that proper instructional planning must occur for effective learning to take place. Facebook operates as a social media platform which lacks the structured learning features that learning management systems and dedicated language learning platforms offer. The platform restricts user activities through its built-in features which also raise questions about its potential to serve as a primary learning environment.

3. Reliability and Quality of Language Input

One of the most significant disadvantages of learning English through Facebook is the unreliability of language input. The platform contains content which users create while its content producers demonstrate different levels of language ability. Users of the platform submit both accurate explanations with suitable examples and also provide wrong or deceptive information.

Students who have not reached advanced language proficiency levels do not possess the ability to assess language quality in their input. Manca and Ranieri (2016) show that Facebook operates as an educational platform which gives students free rein with little direction that prevents them from learning through organized educational methods. The exposure to English language does not automatically lead to acquisition because students need to receive correct and understandable input which matches their learning stage.

Facebook group members will likely find different explanations about grammar rules which do not match linguistic evidence and they will see incorrect examples and non-standard usage. Students will develop different English perceptions through multiple exposures to these elements which will create barriers for their future language learning.

4. Misinformation and Linguistic Misconceptions

The main disadvantage of learning English through Facebook stems from its practice of sharing incorrect language information and basic explanations which do not accurately represent language usage. Facebook operates with user-generated content as its main source because it does not have trained professionals to validate and curate content like traditional educational institutions do. The production of grammar explanations and vocabulary and usage information now depends on non-linguistically trained people which results in the spread of incorrect and deceptive content (Manca and Ranieri, 2016).

Studies of digital learning spaces and informal learning environments demonstrate that social media platforms allow false information to spread rapidly because their algorithms prioritize content visibility and user interaction instead of verifying factual accuracy (Guo, 2023). People choose to share short statements which they present as rules or tips instead of providing complete explanations about the complex way language functions. The English-learning groups develop strict rules about tense usage which they enforce through complete language structure bans despite what research from descriptive linguistics and second language acquisition studies demonstrates.

The cognitive theory shows that students will develop permanent wrong beliefs when they encounter basic yet wrong rules multiple times. Research on SLA shows that students who learn incorrect grammar rules will develop permanent mistakes which become difficult to modify when they do not receive correction from their teachers (Chapelle, 2003). The Facebook platform does not have native functions which help users identify and correct false information so incorrect explanations keep spreading without any form of regulation.

Facebook users encounter two types of linguistic misinformation which affect their language skills because they involve both grammatical errors and cultural and pragmatic language usage problems. Students will experience misleading presentations of politeness standards and language variations and proper communication rules which they will base on personal feelings instead of scientific data. Users in informal online spaces fail to verify claims because they do not check their accuracy while alternative content with higher appeal values takes over the discussion.

Students who learn English through informal digital methods according to Zou (2023) develop their confidence through independent online learning but their language skills become incorrect or unstable because their learning environment lacks organization. Students must evaluate content reliability on their own when there is no expert mediation because this process demands skills which many students have not acquired yet.

Facebook enables users to develop their own beliefs about English through anecdotal evidence and popular opinions which repeatedly surface instead of using scientific methods for evaluation. The beliefs which work for casual online communication create major problems for students who need to succeed in academic or professional environments which require precise information and adaptable communication skills and knowledge of appropriate language usage.

Users of Facebook choose to share content which produces memorable experiences and triggers reactions instead of sharing actual facts. The viral tips which present themselves as absolute rules about tense usage and word definitions actually contradict what descriptive linguistic studies show. Expert moderation protects learners from accepting incorrect information which becomes challenging to remove from their understanding and creates negative impacts on their academic and professional language skills.

5. Informality, Grammar and Fossilization

The main drawback of English learning through Facebook stems from its platform-based informal language usage which creates difficulties for students to develop proper grammar skills. Users on Facebook tend to exchange messages through a fast-paced dialogue which they create without spending much time on editing their messages. People use abbreviations together with non-standard spellings and unconventional punctuation and syntactically reduced forms to achieve specific communication goals in their social exchanges. The extended exposure to non-standard language forms creates difficulties for second language learners who need to master standard English grammar.

Research on second language acquisition demonstrates that students learn language by listening to the sounds which exist in their surroundings. Research has not established the precise amount of

authentic language exposure which students need to learn because various authentic language materials deliver different educational benefits. Native English speakers who are not English native speakers use non-standard speech to create different learning challenges for their students (Chapelle, 2003). The Facebook environment faces difficulties because its contributors lack language expertise and they follow standardless writing practices which they consider acceptable.

Research about English learning through informal digital methods demonstrates students maintain their learning interest through self-directed online activities but their achievement depends on their intentional social interaction (Zou, 2023). English learners who use Facebook without set learning objectives will focus on successful communication instead of achieving perfect language accuracy. The approach enables students to develop fluency but it does not effectively support their acquisition of precise grammatical skills.

The process of fossilization creates a major problem for scientists who study these fossils. Fossilisation describes how non-target-like forms in a learner's interlanguage stay present throughout their language development even when they receive more instruction and exposure to the language. Research on SLA shows that learners will fossilize their errors when they do not receive enough or variable corrective feedback and when their incorrect language forms continue to appear in their spoken communication (Chapelle, 2003). The Facebook group environment allows learners to maintain incorrect information because others in the group fail to correct their mistakes which results in the acceptance of wrong forms as standard practice.

5.1 Informality And Limits of Transfer

Research on informal digital learning spaces shows students achieve success in vocabulary learning and confidence growth but scientists have not proven these environments work for grammar precision and advanced language competence (Guo, 2023; Zou, 2023). Much of the English encountered on Facebook reflects hybridised forms influenced by users' first languages and local online conventions. The language variations which exist in social environments remain valid from a linguistic perspective but they do not match the communication standards which academic and professional settings require.

The process of information transfer between different locations stands as the main problem in this situation. Users who learn English through Facebook need to overcome their difficulty in moving from casual social communication to proper academic writing. Academic writing demands writers to master three essential skills which include controlling sentence structure and organizing paragraphs and using standard punctuation and maintaining cohesive devices. The features which exist in Twitter discussions do not appear in Facebook discussions because users on Facebook focus on sending short messages right away. Students will bring their informal communication patterns to academic settings when no one provides direct guidance or feedback about their mistakes which will lead to incorrect language use and unclear messages.

Facebook users mainly interact with each other through peer-to-peer communication which results in students being shown only a limited selection of linguistic examples. The majority of input which speakers receive originates from people who have similar language abilities and share their native tongue tends to maintain their typical mistakes instead of helping them improve. The process of time allows non-standard patterns to become stable because students face challenges when they try to change these patterns which become harder to modify during their advanced learning stages and their errors become less visible but more deeply ingrained.

The informal environment of Facebook helps users connect better and participate more actively yet it does not offer sufficient resources for developing proper grammar skills. Students who want to reach academic or professional language competence should avoid depending too much on these environments because it leads to fast speech without correct pronunciation and maintains incorrect language structures which do not work well in important situations.

5.2 Limits of Informal Exposure

The use of English on Facebook platforms helps students become more comfortable with the language while making them less nervous about using it but it does not help them develop their language skills at a deeper level. Studies about English learning through casual digital methods show students learn English words and develop their English speaking abilities by accident when they watch English content but their reading skills and complex writing abilities and grammar proficiency do not improve steadily (Guo, 2023; Zou, 2023).

The lack of intentional practice stands as a primary reason which explains this restriction. Effective language learning requires focused attention on form, opportunities for hypothesis testing and feedback that draws learners' attention to discrepancies between their output and target norms. Users of social media platforms who want to maintain casual communication focus on making valuable content and obtaining fast responses instead of verifying their information accuracy. The way learners deliver messages through their spoken words creates problems for others to identify or fix their grammatical errors (Chapelle, 2003).

People typically do not experience Facebook content in a way that builds up over time because most of their Facebook interactions happen randomly. The brief time span of learner feed posts leads to new content appearing which pushes out previous content thus making it difficult to recycle and reinforce content. Students need to experience linguistic forms multiple times across different situations to develop new knowledge which will stay in their memory. Research in SLA shows that students need to experience multiple controlled language exposures to develop sustainable language abilities when they learn complex syntactic and discourse structures (Chapelle, 2003).

The system encounters problems because it needs to process information which exists in various forms. People gain benefits from using multiple languages but irregular language contact makes it difficult for them to create lasting mental concepts. Facebook users encounter both regular and irregular language forms which other non-native users with different language abilities create. Students face difficulties in selecting appropriate writing versions because different writing forms and absent standardized models according to Manca and Ranieri (2016).

Research on IDLE shows that users operate this system because they choose to do so. The research by Guo (2023) and Zou (2023) shows that students who follow structured digital activities with defined objectives and get formal education will perform better than students who experience digital content without organization. Users of Facebook who follow their own path without any guidance will most likely misunderstand the educational value of their activities because they think their multiple English conversations result in actual learning.

Facebook serves as a supplementary tool for language learning because it helps students become more comfortable with the language while making them less anxious about it but it does not provide the essential environment for developing proper grammar and reaching high-level language skills. The development of language skills through informal exposure becomes ineffective because it lacks connection to a learning system which provides direct teaching and controlled practice sessions and performance assessment.

6. Fragmentation and Lack Of Progression

The main drawback of using Facebook for language learning stems from its lack of structured educational progression which allows students to build their knowledge step by step. The organization of learning objectives in formal language instruction follows a curriculum which presents linguistic forms through a systematic sequence while repeating them across different situations and advancing from basic to more complex mental and language abilities. The sequencing method enables students to develop their language skills through form recognition and consolidation and automatic language production which Chapelle (2003) identifies as necessary for long-term language learning.

Facebook shows content through timelines which algorithms control and discussion threads that follow popularity and user interaction and commercial goals instead of educational principles. The learning materials appear at random times but students do not follow a structured approach to study them and these resources become obsolete after brief periods of time. Students experience fragmented learning because they receive separate grammar points and vocabulary items and communicative tips which they cannot practice through organized activities (Manca and Ranieri, 2016).

Facebook groups serve as a platform which allows students with different language skills to join forces with others who want to reach their individual learning objectives. The same thread contains both basic questions and complex discussions together with social conversations that do not relate to the main topic. The diverse range of participants might lead to higher involvement but it creates problems with learning progression because the material does not match the students' current level of development. The success of digital learning spaces in CALL depends on two conditions which Chapelle (2003) identifies as students requiring input at different levels and their language abilities should match the task requirements.

The short time span of Facebook interactions together with their short length creates an even more severe situation. Users on these platforms focus on quick responses which prevent them from providing detailed explanations or step-by-step instructions that require previous knowledge. The educational worth of a discussion becomes unavailable after it disappears from view because students will not return to previous material nor connect it to their overall learning path. The learning environment operates differently from structured learning platforms because it lacks content recycling and unit linking features which help students develop their skills throughout time.

Research shows that English learners who speak only in casual conversations with no English exposure will not improve their grammar or academic writing abilities (Guo, 2023; Zou, 2023). The lack of a framework which enables students to advance their learning and connect new information prevents them from developing complete knowledge which they can control effectively. The process of fragmentation will create an appearance of advancement because students can identify familiar content but their fundamental structural abilities continue to grow weak.

7. Feedback and Interaction Constraints

Second language acquisition depends heavily on the way students receive feedback and interact with others. Students need to handle meaning exchange while getting feedback about their spoken content to develop their linguistic accuracy and complexity according to sociocultural and interactionist theories. The feedback system in formal educational settings delivers specific feedback which supports learning targets and appears at the right moments. The feedback system at Facebook creates major barriers which prevent students from getting reliable and dependable feedback from their instructors.

Facebook allows users to interact through comments and reactions and private messaging but users mostly use these features for basic interactions. The users show their presence through likes and emojis and short affirmative messages yet these elements do not contain any meaningful language information. The responses from learner-led groups about language questions tend to be brief explanations or examples which do not provide clear or detailed information. Teachers who fail to provide structured correction and clarification about errors will prevent students from identifying their mistakes and understanding which language forms contain errors (Chapelle, 2003).

Manca and Ranieri (2016) explain that Facebook allows community development yet its educational worth depends on teacher supervision to set particular learning objectives. Students will focus on building social relationships instead of following educational content when teachers do not intervene to guide their interactions. Learners may hesitate to correct peers for fear of appearing impolite, or incorrect responses may go unchallenged if they attract sufficient agreement from other users. The system enables wrong forms to stay active while they spread throughout the system which makes the language more incorrect instead of becoming more precise.

The research study encounters a challenge because it must establish when participants receive feedback and determine the precision of their feedback relative to actual results. Users who ask questions on Facebook need to wait for responses which might not arrive on time or might contain missing information or could be hidden by subsequent posts. The process of seeking clarification from students results in receiving different answers which lack clear authority. Studies about effective feedback indicate that students learn better when they receive feedback right away and regularly because delayed or inconsistent feedback results in limited long-term learning success (Chapelle, 2003).

Research on English learning through informal digital methods shows that online environment interactions help students stay motivated and build their confidence but these interactions do not improve their grammatical skills or advanced language abilities when they receive no structured feedback (Guo, 2023; Zou, 2023). Social interactions which people engage in will boost their chances of using English but they will not automatically develop their language skills through such interactions.

The public and semi-public nature of Facebook creates obstacles which prevent users from obtaining useful feedback. Students tend to avoid receiving feedback from their peers because they find it uncomfortable to receive corrections during class time in cultures which consider public error

correction as a face-threatening experience. The situation would reduce the amount of feedback requests students need to make and their capacity to obtain feedback from others. People maintain their social order through interaction instead of using it to develop their language abilities.

Facebook provides users with numerous chances to connect with others yet its communication environment fails to fulfill the essential requirements which language learners need for successful learning. Students cannot identify their mistakes because the lack of scheduled feedback provides no immediate accurate results which prevents them from checking their assumptions and developing their language abilities. The learning environment of Facebook becomes less useful for students who want to reach academic or professional levels because of these limitations.

8. Speaking and Listening Limitations

Facebook provides users with audio and video capabilities yet its actual usage focuses on text-based content which restricts its ability to help users improve their speaking and listening abilities. The ability to communicate through spoken words stands as the core element of communicative competence because it allows students to establish meaning with others while they receive instant feedback which helps them modify their spoken content. Second language acquisition research shows these processes serve as essential elements which students need to learn for achieving fluency and pronunciation skills and pragmatic competence (Chapelle, 2003).

The learning environment based on Facebook provides students with limited chances to maintain ongoing spoken communication. Most English-learning groups depend mainly on written posts and comment threads but they do not frequently use audio or video content. Students who watch English videos must remain silent because they need to understand the content instead of participating in the process. The system restricts students from participating in immediate meaning exchange activities which interactionist theories show to be essential for language learning progress.

The quality and extent of Facebook listening content remains inconsistent. The platform contains educational videos which fail to follow proper teaching methods and do not match the learning abilities of their viewers. The content people watch on TV focuses on entertainment instead of showing proper pronunciation and speech control and systematic phonological feature exposure. The resulting materials become difficult for students to obtain useful listening practice because they contain background noise and overlapping speech and extensive slang usage. The process of listening becomes superficial when students lack guided tasks and comprehension checks because it makes it challenging to connect their listening skills to their overall learning objectives (Manca and Ranieri, 2016).

The research faces challenges because of affective factors which represent one of the main limitations. People avoid recording their English speech in public areas because they worry about receiving negative comments which would lead to social embarrassment. Social media platforms intensify this anxiety because users must deal with the fact that their content becomes permanent records which others can distribute and add their own comments. Students will stay away from speaking practice because of this situation while they choose to participate only with basic responses which blocks their ability to develop their oral skills.

Studies about English learning through informal digital methods show that students develop better writing skills through online communication but their spoken language skills and pronunciation

remain unstable because they lack formal chances to practice speaking and receive feedback (Guo, 2023; Zou, 2023). Students develop their oral skills at a slower rate than their receptive and written skills because they do not receive enough guided speaking practice and direct interaction with experienced speakers who give them feedback.

The platform Facebook offers users restricted access to natural English speech patterns which exist in spoken language. People who share our cultural background as native speakers will understand each other better through their common language which results in their exposure to their limited speech patterns multiple times. Students experience challenges when encountering different accents and formal speech because they have not encountered various speech patterns before. The solution to this problem exists through purpose-built listening materials which offer speakers from different backgrounds and follow a structured learning path but Facebook learning lacks these essential features.

In sum, while Facebook can increase learners' exposure to spoken English in a general sense, it offers limited support for the systematic development of speaking and listening skills. The absence of organized oral activities together with insufficient feedback and insufficient student contact time prevents students from improving their fluency and pronunciation accuracy and pragmatic abilities. The platform Facebook fails to support learners who want to develop advanced language abilities because it lacks sufficient tools for spoken communication.

9. Distraction and Cognitive Load

A major limitation of Facebook as a language-learning environment lies in its high potential for distraction and the cognitive load it imposes on learners. Students need to maintain continuous focus while performing extensive mental work during language learning because they need to understand new grammar rules and unknown words and complicated language structures. The interface of Facebook operates through a purposeful design which uses notifications and algorithmic feeds and infinite scrolling and repeated interaction prompts to achieve maximum user involvement. The system design enables users to perform task switching at fast speeds instead of focusing on one task at a time.

Research about student technology usage demonstrates that students who switch between academic work and social media usage throughout the day will develop weaker focus abilities which leads to their academic performance decline. University students who spent more time on Facebook according to Junco (2012) showed reduced academic participation and their academic performance suffered. The process of multitasking according to cognitive theory creates additional mental workload which pulls attention from essential learning activities thus making information processing less effective.

Cognitive load theory identifies two types of mental workload which include intrinsic load that stems from the learning process and extraneous load that results from the learning environment. Language learning already involves high intrinsic load due to the need to process form, meaning and use simultaneously. The Facebook feed shows different content every time users access it because its visual elements and social interruptions force users to perform extra mental tasks which prevent them from focusing on language structures and remembering new information (Chapelle, 2003).

Students typically use Facebook for educational activities but they also access the platform for non-academic purposes. The review process for an English-learning post becomes interrupted when notifications and messages and unrelated content appear during the visit. People select to focus on short interactions because they need to practice their skills through brief periods because continuous interruptions prevent them from doing so. Students experience a sense of accomplishment because they spend most of their time learning English but the current learning environment fails to deliver effective learning experiences.

Research on English learning through casual digital methods shows that students who discover English content by chance will learn at different rates than students who actively seek out English materials (Guo, 2023; Zou, 2023). Learning activities that take place in environments with distractions lead students to believe their online activities provide educational value even though they actually waste time. The incorrect belief about learning time prevents students from putting effort into challenging educational activities which include reading for long periods and writing and speaking under teacher guidance.

The main issue emerges because researchers no longer define specific limits which should govern their research areas. Facebook creates a boundary less environment which prevents students from separating their learning activities from their free time thus making it hard for them to create structured study schedules. Facebook operates through a distinct method than learning platforms because it actively encourages users to join social activities and watch entertaining content. The development of essential self-regulated learning skills which students need for their advanced language learning becomes impossible because of this.

The design elements of Facebook create major limitations which prevent the platform from functioning effectively as an educational space because they lead users to get sidetracked and experience mental fatigue. The repeated exposure to English does not help learners because their exposure to the language occurs in short bursts which prevent them from processing information deeply and remembering it for extended periods. Students who want to reach academic or professional language proficiency need learning spaces which help them stay focused while reducing mental interruptions to improve their language learning skills.

10. Privacy and Ethical Considerations

Facebook operates as a language-learning platform which creates multiple ethical problems which affect users' ability to protect their personal data and their understanding of tracking systems and authorization systems. Facebook operates as a commercial platform which generates revenue through user data collection and analysis and subsequent monetization of this information. The learning activities which take place on Facebook become part of extensive data collection systems which operate independently from educational functions.

Research studies about platform-based learning environments have shown that social media data management systems contain vital organizational problems. Following the Cambridge Analytical scandal, researchers have documented how user data were harvested and repurposed in ways that exceeded users' expectations and understanding (Arora and Zinolabedini, 2021). The current policy changes have not eliminated public doubts about how behavioral data will be handled regarding transparency and data storage and potential additional data applications.

Facebook users who participate in English learning activities create large amounts of data which includes their social connections and their language usage and their social network interactions and their level of engagement. The data collection process produces information which goes past educational content because users' complete digital data becomes available for platforms to show targeted ads and run algorithm-based user evaluations. Two student groups face uncertainty about data collection methods because they belong to either young user or insufficient digital competency categories.

The educational ethics framework creates uncertainty about student ability to give proper consent while preserving their right to decide their learning path. Students who join Facebook-based learning activities might feel they have free choice but actual social or institutional forces make their decision less than fully voluntary. Teachers who want students to use Facebook need to verify students have alternative social media options while teaching them about personal data vulnerability to threats (Manca and Ranieri, 2016).

The protection of personal information creates challenges because it affects both the requirement for fairness and the potential disclosure of sensitive personal information. People who reside in underprivileged areas with political limitations become more vulnerable because their social media activities show their individual traits and communication style to everyone online. Learning groups enable students to share information which becomes permanent online content that could harm their academic progress after the educational period ends.

The research on digital learning environments shows that designers must follow ethical principles when they adapt commercial platforms for educational purposes (Arora and Zinolabedini, 2021). The system of Facebook lacks built-in controls which educators can use to monitor data usage and maintain privacy standards and educational ethics compliance.

Facebook enables users to join English-learning communities through its user-friendly interface yet users must solve various ethical dilemmas to use the platform as a learning tool. The implementation of educational work with commercial surveillance systems generates various problems which endanger student privacy while needing their consent to protect their personal data. The evaluation process shows that Facebook contains various obstacles which make it inappropriate for language education because it fails to safeguard students and breaks ethical rules.

11. Register, Slang and Global Intelligibility

The main disadvantage of learning English through Facebook emerges because the platform uses informal language which includes slang and local dialects that make it difficult for people to understand each other worldwide. Social media users can quickly distribute short content which links to their current social connections. As a result, much of the English used on Facebook is characterized by slang, abbreviations, memes and hybrid forms influenced by users' first languages and local online cultures.

From the perspective of English as an International Language (EIL), exposure to variation is not inherently problematic. Research in the present day recognizes English exists as a pluricentric

language because various parts of the world developed their own authentic language versions which suit their particular settings (Murray and Gao, 2011). The knowledge of these differences helps students develop their ability to understand language pragmatics and their awareness of cultural differences. EIL scholars understand that common communication standards between languages and cultures help people understand each other better in academic and professional environments.

The Facebook environment lacks any direction which helps users determine the correct register to use. Learners may be exposed predominantly to highly informal or locally specific expressions without understanding the contexts in which such language is appropriate. Slang terms and idiomatic expressions and meme-based language which work well in specific online communities become difficult to understand and may contain unclear or unacceptable content in different social environments. Students will probably use these forms incorrectly when they do not receive direct teaching about their proper usage.

The problem exists because students who learn English through Facebook depend on this platform for their English language education. The majority of social interactions take place between people who share the same language and cultural background which leads to the development of common language patterns based on local customs. The clustering system blocks students from learning international English dialects but it preserves communication systems which would stop working when people move to different social environments (Manca and Ranieri, 2016).

Phillipson's (1992) critical work on linguistic power further highlights how dominant language norms are unevenly distributed and ideologically loaded. Facebook enables people to access English content but its algorithmic system creates an environment which favors particular language versions and communication styles. Students learn these common language patterns through social interaction but they do not develop skills to evaluate their appropriate use in different situations.

The process of register shifting presents an associated difficulty. Academic and professional English need direct management of formal language and both structural connections and exact word choices. Social media writing uses different writing techniques which include minimal punctuation and basic sentence structures and individual writing perspectives. Students who lack daily exposure to standard language will experience difficulties when they must change their communication approach for essential situations which include academic writing and workplace communication (Chapelle, 2003).

The linguistic environment of Facebook creates conditions which make it difficult to distinguish between casual and official English usage. Students learn to operate online platforms yet they require extra instruction to achieve proficiency in language usage and create content which successfully reaches different cultural audiences. The use of Facebook as a learning tool will reduce student communication abilities instead of increasing them when teachers do not provide additional instruction about how to use different language registers and how to understand different audience needs.

Facebook provides users with access to modern English usage in social contexts yet it does not help users build their skills for understanding different language registers or speaking to people from around the world. Students who need to work between different international settings will face obstacles in their language development when they follow social media content without analysis.

Conclusion

The research investigates Facebook's potential to function as the primary platform for English education through its analysis of computer-based language learning systems and digital English education platforms and second language learner language acquisition processes. Facebook provides users with simple access to English content and casual communication but its educational limitations prevent it from helping students achieve lasting language progress especially when they want to reach academic or professional levels.

The main issue stems from the inconsistent quality which language input delivers. Users generate most Facebook content which lacks proper regulation so learners encounter incorrect information and non-standard language usage and basic linguistic rules that are too simple. Students who do not have enough linguistic and critical literacy skills will learn wrong information which becomes difficult to correct after their initial contact with it. Research on informal digital learning shows students need structured digital experiences which go beyond casual online interactions to improve their grammar skills and advanced language abilities (Guo, 2023; Zou, 2023).

The program faces additional obstacles because it does not have an organized educational structure. Facebook does not provide systematic sequencing, cumulative progression or alignment between learning objectives and activities. The algorithm-based timeline creation method produces irregular exposure patterns which make it impossible for businesses to perform recycling operations and combine their activities. Students develop fragmented knowledge which leads teachers to believe their students have progressed in language learning because they recognize language elements but they have not reached actual linguistic competence (Chapelle, 2003; Manca and Ranieri, 2016).

The platform's design features prevent it from functioning as an educational platform. Although Facebook enables communication, most interaction is socially oriented and provides little in the way of timely, reliable corrective feedback. Students face major challenges in their speaking and listening development because they spend most of their time writing instead of speaking and they avoid taking part in classroom oral activities. The existing conditions create obstacles which block essential language development processes that depend on meaning negotiation and output improvement through feedback.

The design of Facebook creates two major problems which affect both teaching methods and student learning processes. The system design requires students to handle multiple tasks simultaneously while they interrupt their work activities which prevents them from achieving deep understanding of information. The platform generates multiple ethical issues which endanger user privacy and data tracking operations and their capacity to obtain suitable consent. Students who use educational resources within commercial data extraction systems must give away their personal information and behavioral data to access these resources without charge.

The use of informal language and slang and local dialects on Facebook creates difficulties for students who need to interact with people from different countries or work environments. Students struggle to determine suitable informal language for their setting because they receive no specific guidance about what makes up academic and professional communication standards.

The research findings show that Facebook serves as an educational environment which supplements conventional language instruction instead of taking its place. The learning system at Facebook enables students to learn informally through motivation while delivering direct instruction and supervised practice with feedback to students. The educational platform delivers learning materials through its system but its unproven teaching approaches might create students who understand fundamental language structures but fail to demonstrate essential language abilities and real-world skills.

The results show that students and teachers need learning spaces which focus on teaching methods and maintain continuous focus and follow ethical standards. Social media platforms need to define their fundamental values before they can properly assist language education through their platforms. Social media platforms should limit their language education support to particular strategic uses which need thorough assessment.

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