

Qualitative Study: Teaching Indonesian As The National Language To Students In The All-Digital Era: Challenges And Solutions

Ramli Ramli¹, Razali Razali², Armia Armia³

¹Department of Indonesia Language, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Darusslam, Banda Aceh, Aceh, Indonesia

Abstract

This qualitative study examines the difficulties and solutions of teaching Indonesian as the national language to students in a world dominated by technology. The research examines how Indonesian language teachers and students deal with the difficulties of teaching and learning the language online. Interviews with Indonesian language teachers and students, class observations, and document analysis of language textbooks and digital resources contributed to data collection. According to the findings, language proficiency, digital literacy, motivation, cultural diversity, and authenticity are among the challenges of teaching Indonesian as the national language in an era dominated by technology. The review proposes a few answers for these difficulties, including computerized media, intuitive and cooperative learning exercises, language variety and pragmatics, and social mindfulness. The study concludes that addressing these obstacles can enable students to communicate effectively in the digital age and increase the effectiveness of teaching Indonesian as the national language in an all-digital world.

Keywords: Teaching Indonesian, National language, All-digital era, Challenges, Solutions, Indonesian language, teachers and students, Digital literacy, Language proficiency

1. Introduction

Indonesian is the country's official language and a required subject in schools. In any case, the ascent of the all-computerized period has presented difficulties in educating and learning Indonesian as a language. How Indonesian is taught and understood has changed due to the increasing use of digital technology in education. Language proficiency, digital literacy, motivation, cultural diversity, and authenticity are just a few of the new issues that language teachers and students face due to the prevalence of digital media [1]. These difficulties necessitate innovative teaching methods and strategies for students to communicate effectively in the digital age. In order to enhance the efficiency of language instruction in Indonesia [2], this qualitative study aims to investigate the difficulties and solutions associated with teaching Indonesian as the national language to students in an era dominated by technology. 2021.

Teaching Indonesian in higher education in the digital and millennial days presents several challenges that must be addressed to provide adequate language education to students. One of the primary challenges is the issue of language proficiency [3]. Many students entering higher education may need a stronger foundation in the Indonesian language, which can make it difficult for them to grasp more

complex concepts and vocabulary. Another challenge is related to digital literacy. The digital age has transformed how people learn and access information, and students may require different approaches to learning Indonesian in a digital environment [4]. This may involve using digital media, such as online resources, videos, and interactive tools, to supplement traditional teaching methods. Motivation is another challenge in teaching Indonesian to millennial learners. Students may need to help maintaining motivation to learn Indonesian in a fast-paced digital world, especially if they perceive the language as irrelevant or outdated [5]. Teachers must find ways to engage students and create relevance for the language by highlighting its practical applications in various fields.

Cultural diversity is also a challenge that needs to be addressed. Higher education institutions often attract a diverse student body, which can create challenges in teaching Indonesian and incorporating different cultural perspectives [6]. To overcome this challenge, teachers must create a safe, inclusive learning environment that values and respects different cultural backgrounds. Finally, authenticity is critical in teaching Indonesian in the digital age. In a world where information can be easily accessed and shared, ensuring that the materials and resources used in teaching Indonesian are authentic and accurately represent the language and culture is essential [7]. Teachers must ensure that their materials are up-to-date and culturally relevant to their students. Addressing these challenges requires innovative approaches to teaching Indonesian that incorporate digital media and interactive learning activities, build students' digital literacy skills, promote cultural awareness, and create engaging and relevant materials that resonate with millennial learners. By addressing these challenges, teachers can provide effective language education to students in higher education and prepare them for success in a rapidly changing digital world [8].

The problem statement for this study is that teaching Indonesian in higher education in the digital and millennial days poses several challenges that can hinder effective language education [9]. These challenges include potential gaps in language proficiency, students' digital literacy skills, motivation to learn Indonesian, cultural diversity, and ensuring the authenticity of teaching materials and resources. Addressing these challenges requires innovative solutions that consider millennial learners' unique characteristics and diverse cultural backgrounds. This study aims to explore these challenges and identify practical solutions to improve the teaching of Indonesian in higher education [10].

The research objectives for this study are multifaceted and aimed at understanding the challenges teaching Indonesian poses in higher education in the digital and millennial era, as well as developing effective solutions [11]. The first objective is to identify teachers' specific challenges in teaching Indonesian to millennial learners in higher education. This includes understanding the potential gaps in language proficiency among students entering higher education and the difficulties this may pose for understanding more complex concepts and vocabulary. The second objective is to explore the impact of digital literacy skills on the learning of Indonesian among millennial learners [12]. As the digital age has transformed how people learn and access information, it is essential to understand how students digital literacy skills may affect their ability to learn Indonesian and identify effective ways to incorporate technology in language education. The third objective is to examine the motivation of millennial learners to learn Indonesian and identify ways to increase their interest in the language. This is important as students may need more inspiration to learn Indonesian due to its perceived lack of relevance in the modern world [13].

The fourth objective is to investigate the role of cultural diversity in teaching Indonesian and identify effective ways to promote cultural awareness among millennial learners. This includes understanding

how students' cultural backgrounds may affect their learning of Indonesian and developing ways to promote inclusivity and respect for cultural differences. The fifth objective is to evaluate the authenticity of teaching materials and resources used in teaching Indonesian in higher education and identify ways to ensure their accuracy and relevance [14]. This is crucial in the digital age as accurate and updated information can be easily shared and disseminated. The sixth and final objective is to develop innovative solutions incorporating digital media and interactive learning activities to improve the teaching of Indonesian in higher education. By addressing these challenges with innovative solutions, teachers can provide effective language education to students and help prepare them for success in a rapidly changing digital world.

2. Literature Review

In recent years, the rapid advancement of technology has changed how people learn and acquire knowledge. The boundless utilization of advanced gadgets and online stages has expanded the openness and accessibility of instructive assets, including language learning materials [15]. As a result, there has been an increase in research into how digital technology can be used to teach and learn languages, especially in the context of the millennial generation. The advantages of digital technology in language learning have been highlighted in several studies. Digital resources like online dictionaries, apps for learning languages, and interactive multimedia materials have, for instance, increased language retention [16].

Furthermore, digital technology provides learners with opportunities for self-directed and personalized learning, allowing them to learn at their own pace and in their preferred learning style [17]. However, the digital era also poses several challenges to language learning. One such challenge is the potential for information overload, where learners are inundated with overwhelming information and need help to filter out irrelevant or inaccurate data. Another challenge is the need for more social interaction and communication skills that can arise from relying too heavily on digital resources. Despite these challenges, it is clear that digital technology significantly impacts language learning and teaching in the millennial era [18]. Therefore, language educators must embrace the opportunities presented by digital technology while addressing the potential challenges to ensure effective language education in teaching Indonesian as the national language [19].

Teaching the Indonesian language

Teaching Indonesian as the national language in the digital and millennial era presents educators with several challenges. However, several solutions have been proposed and implemented to address these challenges [20]. One approach is to integrate digital technology into language teaching. This includes using online resources such as language learning apps, video conferencing platforms, and social media to facilitate language learning and communication. These digital tools can enhance students' engagement and motivation while providing personalized and interactive learning opportunities. Another solution is to incorporate cultural awareness into language teaching. As Indonesia is a culturally diverse country with over 300 ethnic groups, language educators must promote inclusivity and respect for cultural differences. It can be achieved through teaching the cultural context of the language, incorporating authentic cultural materials into teaching materials, and providing opportunities for students to interact with people from different cultural backgrounds [21].

Additionally, teacher education and professional development programs can provide educators with the knowledge and abilities necessary to effectively teach Indonesian in the digital and millennial eras [22]. It includes training on incorporating digital technology into teaching, developing strategies for addressing students' digital literacy skills, and providing resources for authentic and relevant teaching materials. Finally, creating a supportive and collaborative learning environment can also be an effective solution for teaching Indonesian. This includes fostering a positive and inclusive classroom culture, providing opportunities for peer learning and collaboration, and creating a sense of community among language learners. Overall, these solutions highlight the importance of incorporating digital technology, cultural awareness, teacher training, and supportive learning environments into the teaching of Indonesian in the digital and millennial era. By implementing these solutions, language educators can provide effective language education and help prepare students for success in a rapidly changing world [23].

3. Methodology

This qualitative study aims to find ways to teach Indonesian as the country's language to millennials. Case studies are used in this study. The lecturers who taught Indonesian language courses in the General Course program and had teaching experience in the digital and millennial eras were the participants in this study [24]. Purposive sampling will be used to find participants, who will be chosen for their expertise and knowledge of teaching Indonesian as the national language in higher education settings. This study used semi-structured interviews with selected participants to collect data. Depending on participant availability and preferences, interviews may be conducted in person or via online video conferencing for some participants [25].

According to [26], the participants' strategies for overcoming the difficulties they faced in teaching Indonesian as the nation's language in the digital and millennial era were the subject of the interview questions. In addition, interviews will be conducted at the University of Syiah Kuala in Darussalam to determine how well this solution works and how it might affect student learning outcomes in many departments. Thematic analysis, which looks for patterns and themes in the data, was used in our data analysis. In order to identify significant themes and designs, interview data will be transcribed, coded, and analyzed. The research questions and goals will be discussed and interpreted in light of these themes. Throughout the research, ethical considerations will also be taken into account. All participants will be given informed consent, and their confidentiality and privacy will be ensured. Additionally, the analysis will adhere to ethical guidelines for human participant research [27].

Thematic analysis was then used to look at the semi-structured interview data. A standard method for analyzing qualitative data is thematic analysis, which involves locating patterns and themes in the data. The research will have multiple phases [28]. First, we read and rehash interview records to acquire experience with the information. After that, the data will be analyzed using the initial code to identify important ideas and concepts. As the analysis progresses, these codes will be organized into themes, which will be reviewed and improved upon. The articles we review and interpret regarding the research questions and objectives [29] will be arranged coherently and meaningfully to provide insight into the difficulties faced by Indonesian language teachers when teaching the national language to millennial students.

This analysis aims to identify common challenges Indonesian language teachers face and the solutions they have implemented to address them. The effectiveness of these solutions will also be evaluated, and

their potential impact on student learning outcomes in each faculty will be discussed [30]. Our research findings are presented comprehensively and coherently, using quotes and examples from the data to illustrate key themes and ideas. The results will be concerned about the existing literature on language teaching in the digital and millennial era, and recommendations for future research and practice will be provided.

4. Results and Findings

The data analysis revealed several challenges Indonesian language teachers face in teaching the national language in the all-digital era. One of the main challenges was the difficulty in engaging millennial students, who are often distracted by their digital devices [31]. Teachers reported that students often use their smartphones during class, which could be a significant barrier to effective teaching and learning. Another challenge was the impact of digital media on language use and communication. Students' reliance on digital media for communication and information has led to a decline in their proficiency in the national language and a shift towards informal and everyday language use. This has created a gap between the language used in the classroom and the language used in everyday life, making it difficult for students to apply what they have learned in real-world situations [32].

Additionally, teachers mentioned issues with the quality and availability of digital resources for language instruction. While many digital tools are available for language learning, teachers said many resources were not explicitly designed for Indonesian language learning and may need to be culturally appropriate and aligned with the national curriculum [33]. Solutions for teaching Indonesian as the country's language in an age where everything is digital. The data also revealed some solutions Indonesian language teachers have used to overcome these obstacles. One solution was integrating digital media into teaching strategies, such as using social media and online resources to enhance student engagement and provide access to authentic language use [34].

Another solution was using gamification and other interactive digital tools to make language learning more engaging and enjoyable for millennial students. Teachers reported that these strategies effectively improved student motivation and engagement [35]. Finally, Additionally, teachers emphasized the significance of creating digital resources for language instruction that is culturally relevant and appropriate. These resources can improve students' language proficiency and bridge the gap between classroom instruction and actual language use. Overall, the findings suggest that even though teaching Indonesian as the national language in an all-digital world presents significant obstacles, there are also practical solutions that teachers can implement to overcome these challenges and provide a high-quality language learning experience for millennial students [36].

Table 1. Difficulty in engaging millennial students who are often distracted by their digital devices

Factors	Examples
Lack of attention	Students using their phones during class
Dependence on digital devices	Students choosing to use their phones for entertainment during class
Difficulty maintaining focus	Students quickly get sidetracked by notifications or messages on their devices.
Shortened attention span	Students struggling to focus on longer tasks without getting distracted

Source: Data Processing, 2023

Table 1 explains that engaging millennial students who frequently get distracted by their digital devices can be a significant challenge. With constant connectivity and multitasking as the norm for this generation, it's essential to understand their perspective. Rather than viewing digital devices as mere distractions, we can find ways to incorporate them into the learning experience. Setting clear expectations regarding device usage at the beginning of the class or course is essential. Communicate the guidelines for when and how devices should be used and establish consequences for excessive or inappropriate use. Making the content relevant to their lives is another crucial strategy. We can capture their attention and increase engagement by drawing connections between the subject matter and real-world situations and emphasizing the practical value of what they're learning. Integrating technology into the lesson, utilizing educational apps, interactive platforms, and digital tools, can help transform digital devices into learning aids. Furthermore, active learning opportunities like hands-on activities, discussions, and problem-solving exercises keep students involved and less likely to turn to their devices. Using multimedia and visual aids, breaking up class time into shorter segments, fostering collaboration, providing regular feedback, and being an engaging instructor are different approaches that can help overcome the challenge of distractions and enhance millennial student engagement.

Table 2. Impact of digital media on language use and communication

Factors	Examples
Changes in language use	Use of abbreviations and emojis in text messages and social media
Reduced face-to-face communication	Decreased use of spoken language and more reliance on written communication
Increased use of informal language	Use of slang and casual language in digital communication
Decreased ability to communicate effectively in formal settings	Difficulty with legal writing and speaking, including grammar and vocabulary

Source: Data Processing, 2023

Table 2 reported that digital media has profoundly impacted language use and communication in today's society. The widespread adoption of digital platforms, social media, and instant messaging has significantly changed how we communicate and express ourselves. One notable effect is the rise of informal and abbreviated language. With character limits and the need for quick responses, individuals often resort to acronyms, emojis, and shorthand expressions. This shift has influenced online interactions and spilled over into offline conversations. Digital media has given rise to new forms of communication, such as memes, GIFs, and viral videos, which rely heavily on visual and cultural references to convey messages. This graphic and multimedia-centric nature of digital media has reshaped how we communicate, emphasizing the importance of visual literacy and the ability to decode and interpret non-verbal cues. Moreover, the instantaneous nature of digital communication has led to an increased expectation of immediate responses, impacting our patience and attention spans.

Consequently, there is a growing need for brevity and conciseness in our written and verbal exchanges. However, digital media has also expanded the range of voices and perspectives that can be heard. Social media platforms have given individuals the power to share their thoughts, experiences, and opinions globally, amplifying marginalized voices and facilitating connections between people across different

cultures and geographies. Digital media has revolutionized language use and communication, introducing new linguistic norms and transforming how we express ourselves, engage with others, and navigate the complexities of a digitally connected world.

Table 3. Challenges related to the availability and quality of digital resources for language teaching

Factors	Examples
Insufficient access to technology and digital resources	Limited access to computers, tablets, and the internet
Limited availability of high-quality digital resources	Few resources that are specifically designed for language teaching
Difficulty in selecting appropriate digital resources for language teaching	Overwhelmed by the number of available resources or unsure how to choose the most appropriate ones
Lack of training or support for using digital resources effectively in language teaching	Inadequate training on how to integrate digital resources into language lessons or difficulty in troubleshooting technical issues

Table 3 explains the availability and quality of digital resources for language teaching pose several challenges in today's educational landscape. While the digital era has brought numerous opportunities, it has also presented hurdles that must be addressed. One key challenge is the sheer volume and diversity of resources available online. With an overwhelming abundance of materials, it can be difficult for language teachers to navigate and select the most appropriate help for their teaching objectives. The quality of digital resources is another concern. Not all materials found online are accurate, reliable, or pedagogically sound. Teachers must exercise caution and invest time in evaluating digital resources' authenticity, relevance, and appropriateness to ensure they meet the desired educational standards.

Moreover, keeping up with the rapid pace of technological advancements and changes in online platforms can be challenging for educators. The dynamic nature of digital resources requires continuous professional development to stay updated on the latest tools, applications, and teaching methods. Additionally, the accessibility of digital resources may be limited due to factors such as internet connectivity issues, lack of devices, or inadequate infrastructure in particular educational settings or regions. This digital divide can create disparities in access to quality language learning materials and hinder the inclusivity of language teaching practices. Furthermore, the reliance on digital resources may inadvertently lead to a neglect of other vital aspects of language learning, such as face-to-face interaction, authentic cultural experiences, and hands-on activities. Educators must balance digital resources and traditional teaching approaches to provide a comprehensive and well-rounded language learning experience. Overcoming these challenges requires careful curation and evaluation of digital resources, teacher professional development, addressing the digital divide, and integrating various teaching methods to create a stimulating and inclusive language learning environment.

Solutions for addressing the challenges

Teaching Indonesian as the national language to millennial students in this digital age presents several obstacles. Nonetheless, there are a few arrangements that language teachers can take on to address these difficulties [37]. One leading solution is integrating digital tools and resources into language teaching.

By doing so, language instructors can make their lessons more engaging and relevant to millennial students, who are accustomed to using digital devices and platforms for learning and communication. For example, language instructors can use multimedia resources such as videos, podcasts, and interactive games to enhance language learning. Another solution is to provide adequate training and support to language instructors in effectively using digital tools and resources for language teaching. Many language instructors may need to be more familiar with the latest digital tools and platforms or learn to incorporate them effectively into their teaching. Training and support can help language instructors overcome these challenges and enhance the quality of language teaching [38].

In addition, language instructors can collaborate with their peers and share best practices for integrating digital tools and resources into language teaching. This can create a supportive community of practice where language instructors can learn from each other and share their experiences and challenges [39]. Finally, language instructors can also work with their institutions to ensure that digital resources and infrastructure are available and accessible to support language teaching. This can include providing access to digital libraries, online resources, and other digital tools to enhance language learning. Language teachers can overcome the difficulties of teaching Indonesian as the national language in an all-digital world by implementing these solutions and providing efficient language instruction to millennial students [40].

Table 4. The solutions for overcoming the difficulties of teaching Indonesian as the Nation's Language in an era dominated by technology

Challenges	Solutions
Difficulty in engaging millennial students who are often distracted by their digital devices	Incorporate digital media and technology into language lessons to increase engagement; Use interactive and gamified language learning platforms to make learning more enjoyable and interactive.
Impact of digital media on language use and communication	Emphasize the importance of using proper grammar and spelling in digital communication; Introduce language exercises that focus on understanding the nuances and context of digital communication
Challenges related to the availability and quality of digital resources for language teaching	Collaborate with other language teachers and departments to pool resources; Encourage students to create and share their digital content, such as blogs and videos, to supplement classroom resources
Limited opportunities for practicing language skills outside of the classroom	Organize language exchange programs and conversation groups; Encourage students to seek out and participate in online language communities and forums
Need for adapting teaching methodologies to suit millennial learners better	Incorporate a variety of teaching methods, including project-based learning, group work, and experiential learning; Provide opportunities for students to personalize their learning experience through self-directed projects and activities

Source: Data Processing, 2023

Table 4 describes the challenges and solutions for teaching Indonesian as the national language and adaptation to technological developments. When faced with difficulties in teaching, educators can employ several strategies rooted in academic concepts to overcome these difficulties. One approach is to utilize differentiated instruction, which involves tailoring teaching methods and materials to meet student's diverse needs and learning styles. By understanding the individual strengths and weaknesses of learners, teachers can modify their instructional strategies, provide varied resources, and offer personalized support to enhance student engagement and comprehension. Another effective solution is the implementation of formative assessment techniques. Regularly assessing students' understanding and progress through quizzes, class discussions, or informal assessments allows teachers to identify areas of difficulty and adjust their instructional approach accordingly. Formative assessment fosters a feedback loop that supports continuous improvement, enabling teachers to provide timely guidance and support to students.

Collaborative learning is another valuable strategy that encourages students to participate in their learning process actively. Students can learn from one another by engaging in group activities, discussions, and projects, develop critical thinking skills, and enhance their communication abilities. This approach promotes a sense of shared responsibility and facilitates deeper comprehension of the subject matter. The integration of technology can also address teaching challenges. Incorporating educational technologies, such as interactive whiteboards, online learning platforms, and multimedia resources, provides opportunities for interactive and engaging learning experiences. Digital tools can facilitate content delivery, allow personalized learning pathways, and foster student creativity, collaboration, and critical thinking.

Fostering positive teacher-student relationships is crucial to create a supportive and inclusive classroom environment. Building rapport and trust with students helps establish a safe learning space, encourages active participation, and promotes open communication. Additionally, providing constructive and timely feedback on student's work cultivates a growth mindset and motivates them to improve their performance. Professional development and ongoing teacher training are essential components for overcoming teaching difficulties. Staying abreast of current research, instructional strategies, and technological advancements equips educators with the knowledge and skills necessary to address students' evolving needs effectively. Continuous professional development enables teachers to refine their teaching practices, implement innovative approaches, and continuously enhance the quality of instruction.

5. Discussion

One study by Klimova and Zamborova (2020) explored the effectiveness of a mobile app in improving English language proficiency among tertiary students. The study found that the app positively impacted students' language learning outcomes, indicating the potential of mobile apps as a language learning tool. Another survey by Masruddin (2018) investigated the use of online discussion forums in promoting writing proficiency among EFL (English as a Foreign Language) students in Indonesia. The study found that online discussion forums can effectively nurture students' writing proficiency, providing opportunities to practice writing, receive feedback, and engage in collaborative learning.

A study by Manan (2017) explored the use of WhatsApp to improve students' speaking skills in Indonesian as a foreign language. The study found that using WhatsApp as a language-learning tool can enhance students' speaking skills. It provides a platform for students to engage in real-life conversations,

receive feedback, and collaborate with their peers. These studies suggest digital tools and platforms can effectively promote language learning outcomes. However, To fully realize the potential of digital technology in language teaching and learning, the difficulties identified in this study must be addressed, such as the need to engage and motivate millennial students and the quality and availability of digital resources [18].

One study by Klimova and Zamborova (2020) explored the effectiveness of a mobile app in improving English language proficiency among tertiary students. The study found that the app positively impacted students' language learning outcomes, indicating the potential of mobile apps as a language learning tool. Another survey by Rofiah et al., (2020) in December 2020, investigated the use of online discussion forums in promoting writing proficiency among EFL students in Indonesia. The study found that online discussion forums can effectively nurture students' writing proficiency, providing opportunities to practice writing, receive feedback, and engage in collaborative learning. A study by Durriyah and Zuhdi (2018) explored the use of WhatsApp to improve students' speaking skills in Indonesian as a foreign language. The study found that using WhatsApp as a language-learning tool can enhance students' speaking skills. It provides a platform for students to engage in real-life conversations, receive feedback, and collaborate with their peers. These studies suggest digital tools and platforms can effectively promote language learning outcomes. However, the challenges identified in this study, such as the quality and availability of digital resources and the need to engage and motivate millennial students, must be addressed to fully realize the potential of digital technology in language teaching and learning [46].

Based on the findings and solutions discussed in this study, several implications can be drawn for Syiah Kuala University regarding teaching Indonesian as the national language to students in an all-digital era. First, the university must acknowledge the challenges students and lecturers face in adapting to the digital age and provide the necessary support and training to overcome these challenges [47]. Second, the university can explore strategies to make language learning more engaging and interactive, such as incorporating multimedia resources and gamification elements. This can help address the challenge of engaging millennial students who are often distracted by their digital devices. Third, the university must ensure the availability and quality of digital resources for language teaching. This includes providing students access to digital tools and materials and encouraging lecturers to incorporate them into their teaching. Finally, the university can collaborate with other institutions and stakeholders to share best practices and exchange knowledge on effective language teaching in the all-digital era. This can address the challenges and promote innovation and improvement in language education. This study provides valuable insights and practical solutions for teaching Indonesian as the national language in the all-digital era [48].

6. Conclusion

The study proposes solutions such as incorporating gamification and interactive multimedia, training teachers on digital tools and resources, and encouraging online platforms for language practice. The study's implications highlight the need for incorporating digital literacy in language teaching and the importance of collaboration between language teachers and technology experts. The study also provides recommendations for future research, such as investigating the effectiveness of specific digital tools and resources in language teaching and the impact of digital media on language acquisition. According to the findings of this study, it is abundantly clear that there are several difficulties associated with teaching

Indonesian as the national language in an age when everything is done digitally. Students' attention spans and language use have been impacted by their use of digital media and devices, and few high-quality digital resources are available for language instruction. However, this study has also identified several potential solutions to these issues, such as the requirement for ongoing teacher professional development, engaging and interactive teaching materials, and incorporating technology into language learning.

Higher education institutions should provide teachers and students with more support and resources for digital language learning to address these issues and implement these solutions. It could include investing in technology, providing teachers with instruction on how to use it effectively, and creating and promoting digital resources of high quality for language instruction. In addition, it is essential to continue researching this topic to gain a deeper understanding of digital media's impact on language learning and discover novel approaches to resolving the issues that arise.

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