

## The Aspects of Technology That Slow Down Foreign Language Learning

Adem Daşkan<sup>1</sup> & Serdar Dayan<sup>2</sup> & Zeynel Polat<sup>3</sup>

<sup>1,2&3</sup>Department of English Language Teaching, Faculty of Education, Tishk International University, Erbil, Iraq

Correspondence: Adem Daşkan, Tishk International University, Erbil, Iraq.

E-mails: adem.daskan@tiu.edu.iq

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**Abstract:** Due to the rapid development of the world in all aspects, social, economic, educational, etc. among nations, interactions have reached a high level. As a result of interactions, the need to learn a foreign language has arisen and the importance given to it has increased. Due to the importance given to foreign language, many traditional and technological ways have been used to teach the target language. Today, technological paths are at their peak. In this study, we tried to draw attention to the negative aspects of technology, which has a wide range if not paid attention to, on students trying to learn a foreign language. This article is discussed in order to show that the speed and convenience of technology when used unconsciously will spend students more than the language learning time they are aiming for.

**Keywords:** Technology, Foreign Language, Speed, Technology Convenience

### 1. Introduction

The technology, which develops day by day, has gone beyond affecting our lives and has taken our lives captive. While it was a small tool in a part of our lives before, now it has taken place in every part of our lives and we cannot move without it. Technology, which has shown its effect in all fields, has also had great effects in the field of education. In the past, while the blackboard was black and chalk white in schools, for a short time the board turned white and the pencil turned black. Just behind this change, display boards and electronic pens quickly took their place. Works or drawings made with imagination on the board have now left their place to ready-made images. Lesson materials learned by touching or seeing with the naked eye are now being taught in many places as they are shown on screens. These changes also showed their effects on foreign language education (Deniz & Kerimoğlu, 2020). Interactions between people have created the need to learn a foreign language, and over time, the importance given to foreign language education has increased rapidly (Dayan, 2020). Due to this importance, utilizing technology for teaching a foreign language has gained importance day by day. Daskan and Yildiz, (2020) argue that “Language learners aim to achieve a level of proficiency and ability to function in the second language at a native-like level.” In order to achieve this, first language laboratories were established in educational institutions, then searchlights and later film devices were used in these laboratories. Before long, language

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laboratories were replaced by language classes. Yildiz, (2019) emphasizes that “Teaching English in a proficiency level and as a formal language to EFL learners is a big challenge in a non-English speaking country.

This challenge might go on to some extent because of the curriculum in which students only learn basic rules and general English language skills in an intensive period of time” (Yıldız, 2019). With the aim of using the foreign language as in the places where it is used as the mother tongue, language education was carried out by watching video films on TVs in these classrooms (Boz & Ömür, 2015). Today, language learning can be done in schools, as well as at home and even on the go. Therefore, it is aimed to teach students a foreign language and to instill ethical values by giving technology-supported language teaching activities in and out of school (Yildiz, 2015a; Yildiz, 2015b; Yildiz, 2017). The contribution of these activities to students' language learning is inevitable (Yıldız, 2016). Well, while it seems good that foreign language teaching is based on technology, is there anything negative about the teacher and the learner? Let's try to find the answer to this question by scanning the area. Foreign language teaching has come to the palm of our hands with technology. However, in this study, it was tried to answer the question of whether this opportunity took something away from us.

## **2. Method**

### **2.1 Research Method**

By examining the studies on the harms of technology, it was tried to obtain information about how technology affects foreign language teaching. The changes in technology in foreign language teaching and its negative effects as a result of these changes were tried to be determined.

### **2.2 Purpose of the Study**

It is aimed to show that the effects of technology will not develop as it develops that providing speed and convenience is not always beneficial, on the contrary, if it is not used well, it is more harmful than beneficial to time-consuming studies such as foreign language teaching.

### **2.3 Conceptual Field and Universe**

Foreign language teaching techniques and studies on foreign language will form the universe. The negative effects of technology on foreign language education and the slowdown in foreign language learning as a result of these effects will form the conceptual field.

## **3. Findings and Comments**

As a result of our research, we have gathered the aspects of technology that slows down language teaching under 9 headings. These titles are as follows:

1. Use of Electronic Dictionary
2. YouTube etc. Language Learning Through Video Programs
3. Using Electronic Books
4. Trying to Learn and Develop Languages by Watching Movies

5. Language Learning in the Form of Online Lessons
6. Using Language Teaching Programs on the Phone
7. The Multitude of Choices Offered by Technology
8. The Speed of Technology Causes Waste of Time
9. Technology Takes Unexpected Links

### **3.1 Use of Electronic Dictionary**

Vocabulary, one of the most important factors of foreign language learning, forms the basis of foreign language learning. It is difficult to pass on to other topics of the target language without learning the words (Wilkins, 1972). While dictionaries used to be printed on paper in the past, now dictionaries have started to be used on phones and computers, where the desired word can be reached immediately. Oflaz (2019) argues that “Although it is seen as a disadvantage that the use of printed dictionaries takes time, students trust the printed dictionary more and think that printed dictionaries are more instructive. While using the printed dictionary, it is possible to learn different words by seeing the words derived from the related word and contribute to the language learning of the students with some grammatical explanations. For these reasons, it is seen that the use of printed dictionaries rather than mobile dictionaries in foreign language teaching courses is more appropriate in terms of “instructional” and “reaching the right meaning.” he stated. The time lost while searching for words in the printed dictionary was minimized, but while shuffling the dictionary, the student would encounter many words and try to memorize them as well. Touching the dictionary, learning the explanation of the word, besides being a whole with the dictionary and spending more time with it, would expand the vocabulary. Due to human nature, it is difficult for him to forget someone or something that he is too busy with. But the probability of forgetting things that he learns quickly and that does not take much time increases. The importance of memorizing vocabulary in language learning has never been overlooked. For this reason, the use of technology can cause the student to reach the word quickly and forget it quickly. On the other hand, the efforts made to memorize the word by technological means or to keep the word in memorization for a longer period of time were again in the form of spending time with the old-style system and being another version of the student's dealing with the dictionary. Therefore, technological dictionaries or programs should be in the advanced form of the printed dictionary. While trying to save time, it causes to narrow the vocabulary or prolong the time of memorizing words. Since it takes time to find the desired word, the student will force himself to memorize that word. Otherwise, the idea of reaching tirelessly will not force the student to memorize.

### **3.2 YouTube etc. Language Learning through Video Programs**

Learning languages through video programs, of course, has many benefits in terms of convenience. But today, the proliferation of lecture videos causes students to be unable to decide on a place or to finish the lecture series they started. When an interesting video comes across under the video watched on YouTube for lesson purposes, it will attract the attention of the student. Apart from this, advertisements etc. in the use of interactive videos such as YouTube stopping the videos for various reasons can distract students (Bakla, 2017). Since it is an area that is difficult to control, it is possible for the student to reach unwanted information or images as well as distracting them. Since it is tried to learn by watching, it will be difficult to see improvement in the areas of writing and speaking. Learning the language, he/she is trying to learn

only by hearing and watching, without using writing and speaking, will cause forgetting since there is no complete learning.

### **3.3 Using Electronic Books**

There are many benefits of e-books, such as the fact that there are thousands of books in their memory and there is no load in weight. But, like a printed book, it cannot give a student the taste of decreasing the pages of the book day by day and knocking down a book when it is finished. It will be difficult for a student who cannot taste that flavor to gain the habit of reading books. Each book has its own unique feature with differences such as cover, binding, thickness, color, smell and dough type. With these unique features, each book occupies a place in the memory like a separate entity and makes the reader accept it that way. But all of the books that are in the electronic field and that are read are like the products of the same factory, and the place they occupy in the memory remains with the information in it. The impact of human psychology on education and training cannot be ignored. Sarıkaya (2018), in his research, stated that researchers can feel the smell of the book when they read the printed books and that touching the pages of the books gives them a different pleasure. Eyestrain of electronic book etc. when the problems are added, the benefit of the printed work will come to the fore. The habit of reading books is not with electronic books, but with printed works. Reading a book in language learning has benefits such as memorizing words, forming sentences, gaining knowledge of grammar and speeding up reading. If e-books do not make the habit of reading and on the contrary distract the student from reading, they will slow down language learning. According to the research conducted by Odabaş, Odabaş & Sevmez, (2018), students stated that they prefer printed books that are natural, fun, relaxing, fast, easy and long-read, and that the digital technologies they are constantly busy with harm them and kill their time.

### **3.4 Trying to Learn and Develop Languages by Watching Movies**

When suitable movies are determined and watched in a certain plan, it will contribute to language learning. While it was difficult to reach foreign films in the past, nowadays, with the advancement of technology, everywhere can turn into a cinema environment. Watching a movie without a plan and without knowing what it will gain will not go beyond delaying language learning just because it is a movie made with the language you are trying to learn. Some movies have less talk times. The movie is fluent, beautiful, but if it does not serve the purpose of language learning, it will not be useful for language learning. Attitudes such as the student who cannot learn the book language and trying to learn the street language used in the movies prevent the student from learning the language. Abubakr, Yildiz & Muhammad (2020) define hypocrisy as “acting as if one has an opinion, idea, belief, behavior, or virtue that one does not have in real life.” For example, the words used by the actor who plays his hypocritical character beautifully in a movie can have a bad effect on the audience indirectly. If you want to learn something for the purpose of learning a language, recommended movies that will teach language should be chosen, not the movie that comes before you blindly. Short films made for language purposes carry a lot of information about the language, but most of them are weak in attracting students' attention. When it is desired to be watched for a long study period, the student has a problem of focusing. Film companies' preparation of interesting but negative examples due to their commercial concerns and their use of erroneous and incorrect language will harm the language learning process of the student (İşcan, 2011).

### **3.5 Language Learning in the Form of Online Lessons**

Online courses seem to never replace face-to-face courses. The student cannot care the lesson as seriously as in face-to-face lessons. The comfort of the home environment affects the student's current state and prevents them from focusing on the lesson. There are more dialogues between the student and the teacher in the classroom environment. But in online lessons, it is observed that more teachers talk. Since the student's participation in the lesson is less, the teacher can finish the lesson in a shorter time. One of the most important purposes of language learning is to use the language in a social setting. A language that is not learned in a social setting will only be used in an asocial language environment. While the language develops as it is spoken, conversations cannot exceed cold sentences since face-to-face is not seen in online lessons. It is the educator who makes the student love and relate to the lesson. Since the communication between the educator and the student cannot be established in a healthy way in online education, the attitude of the student towards the lesson will not rise above a certain level (Dinçer, 2006). In the study of Tüzün & Toraman (2021), it was revealed that my students were not satisfied with online education in general and most of them preferred face-to-face education to distance education.

### **3.6 Using Language Teaching Programs on the Phone**

The number of programs that teach languages on phones is increasing day by day. But the benefits do not change much and after a certain period of use, most of them are abandoned. There are different programs for many purposes such as teaching vocabulary, teaching speaking, teaching grammar. These programs can be used in the car, on the road, at a stop or even while resting. But putting these programs at the center of language learning and trying to learn the language only through them will not go beyond wasting time for the student. The student learns the information he learns while trying to learn at home or at school in a day, in these programs for longer periods of time. Aamri and Suleiman (2011) stated in their study that teachers see mobile devices as a distraction and do not support teaching with them. In the car, on the road, at the station, etc., because I am learning a language. These programs, which are used in many places without focusing, prevent students from learning languages faster and more robustly with the psychology of wasting time and learning languages. Uçar (2019) stated in his master's thesis that realizing language learning anytime and anywhere will cause the teaching process to be affected by external factors and the course to be divided, and it will not be possible to follow up whether the student has learned the language in such studies.

### **3.7 The Multitude of Choices Offered by Technology**

As technology develops, the preferences offered in every field are also increasing. The increase in these preferences prolongs the studying journey. The words of our ancestors, "The shortest way is the way you know best", explained well that diversity in technology extends the way. There are dozens of technological ways in front of the student who wants to learn a language by relying on technology without setting a goal for himself. The ease of technological means leads to the misconception that it will also lead to the target easily. Attempts to learn a language by trying all means, to mix it like a soup, as the people say, lead the student away from learning the language and learn the language slowly. Due to the multitude of preferences, there may also be an inability to start learning a language firmly. Thoughts such as what if the way I started is not the best way delays learning. While the plurality of choices is a good thing, it often

leads to bad results. Having a lot of choices, indecision and not being able to finish what he started, while it will cause wealth, leads to boredom and a break in language learning in the future. Just like the bee trying to get honey from every flower, I want to watch every teacher and every video and learn something, it causes days, months, and maybe years to pass. Öztürk and Talas (2015) in their study, “Thousands of people produce content on various topics through social media. If there are no good and appropriate filters about the content, people who want to have information on a particular subject encounter excessive information on the internet and have problems about which source and which information they can use.” they stated. Günday & Tahtalı Çamlıoğlu (2015) stated that digital material selection in foreign language education should not be used more than necessary and that a balanced choice should always be made between traditional and innovative materials suitable for the educational goal.

### **3.8 The Speed of Technology Causes Waste of Time**

While technology takes us to the target quickly, it can also quickly move us away from the target. While language learning through technology is possible anywhere and anytime, technology can prevent language learning anytime and anywhere. Things like a call or text from the phone distract from online classes and language-teaching programs. When the student has a device such as a phone, tablet and computer, he will take his breath away in a place where he will relax and have fun. When the work of breathing takes a long time, the purpose of language learning will drift away from its goal. Easy access to information with technology has caused some educators to worry that technology accustoms students to laziness (Erden & Uslupehlivan, 2020). In addition to laziness, there are also opinions that it can negatively affect students' lives, narrow their imaginations and create addiction (Erten, 2019).

### **3.9 Technology Takes Unexpected Links**

As the age of using technology decreases, the ways of learning languages with technology are made suitable for those ages. Technology doesn't just improve on good things. The speed of technology is increasing in useless and even harmful areas. They are used by all segments due to the development in every field. Technology is often a very convenient tool for malicious people to reach their targeted victim (Güldüren, Çetinkaya, & Keser, 2016). For this reason, the student who is trying to learn a language with technology can reach unnecessary and useless information that attracts his or her attention apart from language learning at any time and deviate from his goal. Social media not only reduces the role of the teacher, but also causes negative consequences such as isolating the student from the society, reducing the habit of working together, removing them from normal games, comparing them with violence and inappropriate videos (Aktulun & Elmas, 2019).

## **4. Conclusion**

While the opportunity to learn a language increases with technology, reasons such as uncontrolled use cause a waste of time. Language learning will be more useful if it is learned under the control or advice of a teacher, as in schools or courses. The speed of technology quickly distracts the user from the target in an incorrect use. When trying to learn a language with technology without taking the necessary precautions, it will prolong the language learning process and cause the student to pull away from the foreign language. In language use, it is necessary not to completely break away from traditional ways. In his study, Altun

(2015) drew attention to the benefits of language teaching in traditional ways, unlike those who embrace technology completely. While traditional ways take place within the framework of a certain order and certain disciplinary rules, technological ways and tools may not always be successful because they adopt a freelance work. Today, traditional courses, courses and ways to learn a foreign language are still demanded and used. As a matter of fact, foreign language courses, preparatory classes, colleges providing education in foreign languages, foreign language-oriented applications and programs are increasing day by day in Turkey (Deniz & Kerimoğlu, 2020). Likewise, there is an increase in foreign language education in traditional ways all over the world.

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