EFFECTS OF TECHNOLOGY ON FOREIGN LANGUAGE LEARNING AND ITS NEGATIVE IMPACTS: AN OVERVIEW

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ABSTRACT

Background: Because of the tremendous progress that has taken place throughout the globe in a number of categories, including as the social, the economic, the educational, and so on, the ties that exist between countries are today usually considered to be in a very favorable state. As a result of these kinds of encounters, there is now a higher requirement for persons to be able to communicate successfully in a minimum of two languages. Aim: The study's goal is to find out the significance that is placed on being able to successfully communicate in a foreign language, there has been a rise in the use of both classic and modern methods for the teaching of language rely on Technological devices. At this point in time, there is no other degree of technical innovation that can compete with it. Method: Technology's effects on foreign language education were examined through studying technology's damages. Technology in foreign language instruction and its negative impacts were examined. This research was conducted with the intention of bringing to light the possibly negative effects that students who are making an effort to learn a foreign language as a result of utilizing technology may go on to suffer. Findings: The purpose of this article is to reveal how the speed and ease of technology, when used incorrectly, can cost students more time than they intend to spend learning a language. This article's specific goal is to show how something similar may ultimately occur in the actual world.

INTRODUCTION

Technology has become so advanced that it no longer only influences our lives; it now controls them. It used to be a modest tool in a small portion of our life, but today it is a necessary element of every aspect of our lives, and we cannot function without it. Technology, which has had a significant impact on every sector, has had a particularly positive impact on education. In the past, the chalk in schools was white and the blackboard was black, but for a brief period of time, the board became white and the pencil went black. Display boards and smart pens swiftly replaced them right following this transition. The space formerly held by imaginative works or sketches on the board has now been taken by stock photos. As they are shown on screens, lesson materials that were previously only learnt by touching or seeing with the naked eye are now taught in multiple locations. These modifications also have an impact on the teaching of foreign languages and popular interactions have made it necessary to study a foreign language, and as a result, the value placed on foreign language education has significantly expanded over time (Dayan, 2020). Utilizing technology to teach a foreign language

has become more important as a result of its significance. Language learners "aim to accomplish a level of competence as well as the capacity to engage in the second language at a native-like level," according to (Daskan & Yildiz, 2020). This was accomplished by initially creating language labs at educational institutions, which were eventually equipped with searchlights and film equipment. Employing technology for educational purposes harms students, despite the many positive effects that technology may have. Research has shown that individuals who experience these negative results are more likely to engage in undesirable activities (Whitaker et al., 2016). When considering the use of technology in educational settings, teachers are confronted with the challenging choice of deciding whether or not to include various forms of technology in their lessons. According to (Lai, 2015), who summarized the findings of a study involving 160 undergraduates, "capacity promote and behavioral encouragement anticipated independent utilization of technology through enhanced perceptions of facilitating conditions and self-efficacy in using technological resources for language learning, whereas feelings of affection backing estimated self-driven technology use through strengthened perceptions of the usefulness of technological resources for language learning.

This examination of the research aims to identify the narrow divide that separates technology usage in the classroom into positive and negative. Several studies and papers demonstrate the advantages of using technology in educational settings; nevertheless, there are not many of them. They were showing the detrimental effects that these devices could have on our pupils. Educators can decide how to effectively integrate technological tools into their teaching environments via this literature study without being overburdened by the many applications being created every day. The risks of screen usage and how it affects students' health and ability to study inside and outside the classroom will be made more widely known. Teachers' demands about technology and the amount of computer time that students must have every day are bad for their psychological well-being, overall wellness, and their education as a whole. This is important information for teachers to look over and understand the effects of how they use technology in the classroom.

According to (Bippert, 2019), instructors may need to use these intervention methods properly, making them ineffectual. Without the necessary training, instructors often use these tools as a incorrect from the classroom while the learner studies individually on the reading support program. Unfortunately, schools still depend on treatments that do not cater to the requirements of struggling readers among adolescents. Teachers must get instruction on how and when to properly integrate these instruments into their courses to boost student learning if they are to be successful in using technological devices for the educational process. Inevitably, children often spend more than two hours a day staring at a device, and that's only so they can do their homework (Scarpellini et al., 2021). Students' emotions, actions, and mental health are directly correlated with the quantity of screen time they spend each day. Students were forced to spend the bulk of the day in front of their computers during the COVID-19 epidemic, which had a significant influence on their social relationships and whatever time they may have spent participating in sports or other kinds of extracurricular pursuits. A majority (60.2%) of the 1500 moms who participated in the poll saw changes in behavior in the children they were raising. According to (Scarpellini et al., 2021) the symptoms that were most commonly noted were restlessness (69.1%), aggression (33.3%), and anxiety (34.2%).

The quantity of time spent on screens children spend each day is directly related to their moods,

actions, and mental health. Research by (Mahmoodi et al., 2018) in Iran examined the relationship between excessive usage of screen devices and high school students' mental health. During the COVID-19 epidemic, students were obliged to spend most of their day on screened devices.

The relationship between technological addiction, general health, and socio demographic data was examined by researchers (Mahmoodi et al., 2018) using a three-section questionnaire for more than 1,000 pupils. According to the findings, excessive use of technology is linked to poor mental health. Overuse may lead to withdrawal, which can result in emotions of resentment, anxiety, and despair when the technology is no longer available. Tolerance may develop through overuse, necessitating the usage of extra hardware, software, or service hours. Excessive use of technology may reduce social contact and take away time from sports or other extracurricular activities by increasing the likelihood of lying, disagreements, poor performance, social isolation, and exhaustion in front of screens. Sixty-two percent of the 1500 moms who participated in the poll said their kids' conduct has changed. According to (Scarpellini et al., 2021), restlessness (69.1%), aggression (33.3%), and anxiety (34.2%) were the most often noted symptoms.

Due to the curricula, which only requires pupils to master the fundamentals of the English language in a short amount of time, this difficulty may continue to some degree (Yldz, 2019). Language instruction was carried out in these classes by viewing video clips on TVs with the goal of utilizing the foreign language as in the locations where it is spoken as the mother tongue (Boz & Çoban, 2015). Language instruction is now available in classrooms, at home, and even on the move. By providing technology-supported language education activities both within and outside of the classroom, it is intended to educate pupils a foreign language and establish ethical principles. It is obvious that these activities will aid pupils in their language acquisition Is there anything bad about the instructor and the student, even if it looks beneficial because foreign language education is based on technology? Let's look around and see if we can discover the solution to this. Thanks to technology, learning a foreign language is now accessible to anybody. However, this research attempted to address the issue of whether this potential detracted from us in any manner. This section will investigate the repercussions of using technology, notably regarding information overload, its effects on the development of specific talents, and suggestions for using technological gadgets within an educational system. Technology is just one of those things that, like anything else, comes with benefits and drawbacks.

METHODOLOGY

Utilizing data already gathered by other researchers, organizations, or sources for reasons outside of the present study effort is known as secondary data collecting. These pre-existing datasets are accessed and examined by researchers in order to gain knowledge and reach conclusions about the research issues. Various sources were used to create secondary data, including published research papers, government reports, surveys, databases, historical records, or archive materials. In order to examine and summarize previous studies pertinent to conduct this study, mostly undertake literature reviews.

The reason for carrying out the research is as follows:

Its purpose is to show that the effects of technology will remain the same even as it develops farther and that convenience and speed are not always positive characteristics. In point of fact, if the

technology is not managed well, it may end up being more harmful than beneficial when it comes to time-intensive topics like the instruction of foreign languages.

RESULTS AND DISCUSSION

The Results and Some Remarks

The study results show that using technology by teachers report that most of their time is devoted to teacher-led learning. This involves using other apps and the smart board for lesson delivery to improve student learning. Lesson preparation and communication took up a minimal amount of teacher technology time. Participants who were teachers said that kids showed a greater interest in learning while using technology. According to the instructors, kids utilize computers for reading, projects and crafts, teamwork with classmates or adults, and other learning applications like math centers. According the findings both teachers and students could get benefit to using technology in the classroom. With the addition of technology to the district, we are giving our children access to a vast array of knowledge that was previously out of reach. Today's youth learn via technology since that is what they are most used to utilizing. Students are very interested in technology, which enables them to participate in their learning on several levels. Teachers believe that the increasing availability of technology gives pupils a wide range of options for their studies and empowers them to become independent learners inside and outside the classroom. On the other side technology has the disadvantages on our body physically, mentally, and physiologically as concerned by many previous studies to emphasize the negative impact of most digital devices for the learners throughout the world wide.

As a consequence of our study, we have categorized the components of technology that contribute to a more time consuming language learning experience into 7distinct categories. The following is a list of these titles:

Utilization of a Digital or Electronic Dictionary

One of the most essential building blocks to grasp while learning a foreign language is the vocabulary. If one does not already have the appropriate vocabulary, moving on to additional target language-related subjects might be challenging (Wilkins, 1972). Historically, dictionaries were printed on paper; nowadays, however, the majority of people use them on their computers or mobile devices, where the required term may be found nearly instantaneously. Students "trust the printed dictionary more and think that printed dictionaries are more informative," according to (Oflaz, 2019). This is true even if utilizing printed dictionaries is thought to be time-consuming and hence disadvantageous. It is feasible to acquire new words while using a printed dictionary, and certain grammatical explanations may help pupils learn a new language (Sarikaya, 2018). when utilizing a printed dictionary, this is achieved by looking at the terms that are derived from related words. The usage of printed dictionaries, as opposed to those on mobile devices, is unquestionably preferable in terms of "instructional" and "reaching the right meaning," as he noted. The student spent less time looking up words in the printed dictionary, but as they paged through it, they also came across other words and tried to remember them. The vocabulary would increase as a result of touching the dictionary, being acquainted with its meaning, immersing oneself in it, and spending more time studying it. Because of his human nature, he finds it challenging to forget anybody or anything even when he is very busy. However, there is a greater chance that he will forget anything he picks up fast and easily.

It is impossible to stress the importance of learning and retaining new vocabulary when it comes to language learning. As a result, using technology may make it easier for a learner to swiftly understand a concept before forgetting it. On the other hand, by spending time utilizing the traditional method, attempts were also made to learn the phrase or to retain it in memory for a longer period of time, and these attempts were still another way for the learner to interact with the dictionary. As a result, there has to be a more complex version of technical dictionaries or applications than the printed one. Despite the fact that the intention was to save time, the result is either a smaller vocabulary or a longer learning curve for new words. The pupil will need to commit the word to memory before continuing since it requires some effort to find it. The learner won't be asked to recollect what they have studied if this isn't done.

Utilizing Digital Books as Reading Material

E-books have a number of advantages, including the capacity to store thousands of volumes and the absence of a physical burden. However, similar to a physical book, it cannot provide a pupil the experience of daily page reduction and eventual book destruction. It will be challenging for a pupil to develop the practice of reading books if they cannot experience that flavor. Every book is different from the others in terms of its protect, enforceable, thickness, color, scent, and dough type. Each book holds a space in the reader's mind as a distinct creature thanks to these special qualities, which prompts the reader to embrace it in that manner. But all of the books that are read in the electronic sector are like the output of the same factory, and the information they contain stays in the location they occupy in memory. It is impossible to overlook how human psychology affects instruction and training.

In his study, Sarkaya (2018) claimed that while reading printed books, researchers can smell the books' scent and that turning over the pages of the books provides them a distinct kind of pleasure. When the issues, such as eye strain from electronic books, are combined, the advantages of printed works become more apparent. Reading books is a habit that is more often practiced with printed works than computerized ones. Reading a book when learning a language includes advantages including word memorization, sentence formation, grammatical knowledge, and reading speed. Ebooks will slow down language acquisition if they do not help students develop a routine of reading and instead divert them from reading. Students claimed in the study by (Odabaş et al., 2018) that they prefer printed books because they are more enjoyable, relaxing, quick to read, simple to understand, and lengthy to read, and that the electronic devices they are continuously using injure them and waste their time.

Using movies as a means to improve one's language skills and learning capacity

Language acquisition will benefit from the selection and organized viewing of appropriate movies.In the past, it was challenging to get foreign films, but with the development of technology, a cinema setting can now be created everywhere. Simply because a movie was created in the language you are attempting to learn, you should not watch it without a strategy and without understanding what you would gain from it. Less talking is included in certain films. The film is polished and lovely, but it won't help you learn a language if you don't utilize it for that goal. The learner is prevented from learning the language by attitudes like the one of the student who is unable to learn the book language and who tries to acquire the everyday language used in the movies. Hypocrisy is described as "acting as if one has a views, concept, conviction, actions, or quality that one does not have in real life" by (Abubakr Abdulrahman & Yildiz, 2020). For instance, an actor who portrays a hypocritical character

in a film wonderfully may unintentionally harm the viewer with his or her remarks. The movie that appears before you shouldn't be picked haphazardly if you want to learn anything for the sake of learning a language; rather, you should choose one of the suggested films that will teach language. Short videos created for language learning include a wealth of language-related information, yet the majority of them struggle to hold students' interest. The pupil struggles to concentrate when they want to be monitored for a lengthy study session. The student's language learning process will be harmed by the film industry's development of engaging but unfavorable instances owing to their commercial worries and their use of inaccurate and inappropriate terminology.

The Implementation of Language-Learning Programs Via Telecommunications

Every day, more and more language-learning applications become accessible for use on mobile devices like smartphones. On the other hand, the bulk of the benefits do not change much over time, and the vast majority of them disappear after some period of use. Grammar, public speaking, and vocabulary are just few of the subjects that may be learned via a variety of methods. These applications may be used in a vehicle at any time, even whether the driver is moving, stopped, or even sleeping. However, if a student were to make these programs the primary focus of their language learning and seek to acquire the language only via the use of these tools, they would be wasting their time. When compared to learning the content in a single day at home or at school, the learning that takes place in these programs is spread out across longer periods of time, allowing the student to better retain the information. According to the findings of (Aamri & Suleiman, 2011) study, teachers frown upon the usage of mobile devices in the classroom because they consider them to be a disruption to the learning environment. When I am driving, traveling, waiting at the station, or wherever else, I use the language. Because of the psychology behind how time is spent while learning languages, these programs, which are used extensively but not with any particular focus, prevent learners from acquiring languages in a more efficient and timely manner. Ucar (2019) argued in his master's thesis that the realization that language learning can take place at any time and any place would lead to the course being split and the teaching process being impacted by outside variables, making it impossible to monitor whether or not the student has picked up the language. This was one of the implications of the realization that language learning can take place at any time and any place.

The Technology's Wide Range of Options

The choices available in every sector are growing as technology advances. Increases in these preferences lengthen the learning process. Our forefathers' proverb, "The quickest path is the one that you know best," perfectly explains how variety in technology broadens the way. If a learner wishes to study a language through technology without establishing any specific goals for himself, there are thousands of technical options available to him. The perception that using technology methods will make reaching the aim simple results from their simplicity. The learner will be distracted from learning the language and will progress slowly if they attempt to study it using every method possible, or by mixing it up like soup, as it is often said. The diversity of inclinations may make it difficult to firmly begin learning a language. Learning is slowed down by questions such, "What if the manner in which That begun is not the most effective way?" Although having many options is a wonderful thing, it often produces undesirable outcomes. While having many options, being indecisive, and failing to complete what one began will all lead to prosperity, they will also bring boredom and a pause in language acquisition in the future. I want to watch every instructor and every video to learn something, much like the bee that tries to collect honey from every blossom; however, this leads to

weeks, months, and maybe years to pass the test. Thousands of individuals contribute information on numerous themes via social media, according to (Ozturk & Talas, 2015) research. People who are looking for information on a certain topic encounter too much online and struggle to decide which sources and information to trust if there aren't reliable and adequate content filters, they said. (Günday & Tahtali Çamlioğlu, 2015) recommended against using digital resources in foreign language instruction more often than required and in favor of making a balanced decision between conventional and cutting-edge materials that are appropriate for the educational objective.

The Rapid Advancement of Technology Invariably Results in Lost Time

Although technology allows us to rapidly reach our destination, it also has the ability to swiftly divert our attention away from it. Although it is feasible to learn a language with the use of technology anywhere and at any time, technology may also prevent the ability to swiftly move us toward the target while also rapidly pulling us away from it at the same time. Even though it is possible to study a language in every given location and at any given moment, it is conceivable that technology will make it impossible to do so. Lessons and programs for learning a language that are conducted online are susceptible to distractions such as incoming phone calls and messages. If the student is in an environment where he is free to relax and enjoy himself, having a phone, tablet, or computer in his possession will make you lose your breath. If you have to stop and catch your breath often, language learning won't serve its intended function as well as it might. Because of the ease with which information can be obtained, some teachers are concerned that students would learn to be unmotivated as a result of technology (Erden &Uslpehlivan, 2020). In addition to being irresponsible, some people believe that it may shorten the lives of students, inhibit their creativity, and lead to the development of addiction (Erten, 2019). studying a language at any time and in any location. The interruption of online lessons or language-learning programs by things like a phone call or text message may be distracting. When the student gets access to a gadget such as a phone, tablet, or computer, he will be able to find a spot where he can unwind and have some fun that will take his breath away. When the task of breathing takes a long time, the reason of learning a language will get more and further removed from its goal. Some teachers are concerned that children would get used to being lazy as a result of the ease with which they can acquire knowledge thanks to technological advancements (Erden &Uslpehlivan, 2020). In addition to encouraging slothful behavior, there are many who believe that it may have a harmful impact on the lives of students, limit their imaginations, and lead to addiction (Erten, 2019).

Technology Can Create Unanticipated Connections

As people are utilizing technology at younger and younger ages on average, the approaches to learning languages via technology are becoming more age-appropriate. Technology does not just make things that already exist better. The rate of technological advancement is quickening in a number of areas that are superfluous and perhaps potentially hazardous. Because of the progress made in every area of the economy, they have found work in all of the many market sectors. According to (Çetinkaya et al., 2017), criminals often and frequently utilize technology as a very practical tool in order to reach to their targeted victim. This implies that a student who is learning a language via the use of technology may at any time come across meaningless content that hooks his or her attention and causes the learner to deviate from the planned route of study. In addition to making the role of the teacher less important, the use of social media has other negative impacts on kids, such as isolating

them from society, removing them from normal sports, and comparing them to movies that are inappropriate for their age and level of maturity (Aktulun & Elmas, 2019).

CONCLUSION

Technology raises the bar for the potential of learning a language, but its misuse and other variables make the process more time-consuming. It is going to be to your advantage to learn a language in a setting where you will be monitored or led by a teacher, such as a classroom or a course. The fast evolution of technology makes it simple for the user to get sidetracked from the task at hand. The use of technology to study a language may, if the appropriate precautions are not taken, slow down the process of learning the language and cause the student to become less interested in the foreign tongue. When teaching language via language, it is essential to adhere to a number of tried-and-true pedagogical approaches, in contrast to the viewpoints of those who completely embrace technology. The current techniques and tools often make use of freelancing, in contrast to the traditional methods, which function within the boundaries of a preset hierarchy and set of disciplinary norms. The demand for and implementation of time- honored courses, classes, and strategies for acquiring second languages remains strong in the present day.

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