



Learning and Learners' Inability to Learn a Foreign Language

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Abstract

Learning is the long-term changes in the individual's behaviour due to experiences. For knowledge and skill to be considered learning, there must be a change in the individual's behaviour, and this change must continue. In this case, repetition is important for learning to become permanent. There are some major issues that students should pay attention to while trying to learn a foreign language. Some are directly related to each other and can be named as lack of motivation, staying within the comfort limits, long vacations, not repeating, and not prioritizing needs. In this study, the most obvious factors affecting the learning of foreign language learners were determined, and it was emphasized what to pay attention to in the learning process.

Keywords: *Attention-deficit; Behaviour; Comfort Zone; Learning; Motivation*

Introduction

Although there are many definitions of learning, learning in the broadest sense can be defined as a permanent change in behaviour due to experiences, education, and training (Olson, 2015; Jarvis, 2004). The factors that important in learning are perception, understanding, and comprehension. Learning is the permanent behavioural change that the individual repeats or acquires while living as a result of interaction with his environment. According to the research results, learning can also be realized through observation and imitation (Sigrist et al., 2013). For example, the reading and writing of the individual are acquired through repetition and experience; tying shoes, dressing, or undressing happen as a result of observation and imitation. Learning can also occur in positive or negative ways, consciously or unconsciously in the individual (Lieb & Goodlad, 2005). For instance, the individual's learning to speak words of kindness or slang from others, and the emergence of this behaviour with the warnings coming from the environment of the individual who unwittingly eats his fingernail while under stress. As a result, understanding whether a movement or an attitude is learning must have the following qualities.

- Changes in movements and attitudes should be seen,
- There should be an increase in movements and attitudes compared to the past,
- Acquisition of movement and attitude are gained as a result of lifestyle,
- Movement and attitude are permanent.

If even one of these negative qualities in movements and attitudes means learning has not occurred.

Learning is a lifelong phenomenon that sometimes takes place involuntarily (Frąckowiak, 2017). Moreover, in need, the individual's learning occurs quickly. For example, an individual who understands the importance of knowing the need, who feels the necessity of driving, and who knows what reading books will be faster to learn and succeed in life (Yildiz, 2020a; Ulker et al., 2021).

Learning can happen on our own as well as under the direction or coercion of someone (Holt & Holt, 2004). An individual who needs to write on a computer screen learns writing by pressing keyboard keys, understands the concept of heat and cold by touching, feels bitter and sour by tasting, learns the dress code and what to wear when going to school by reading or observing, how to eat at the table by imitating his parents, and finally learns how to write or read by listening and repeating.

Several studies show that learning begins in the womb and has no age (Beauchamp & Mennella, 2009). For example, babies learn while they are in the womb. For this reason, scientists state that education begins in the mother's womb. Before babies come into the world, they begin collecting data about the language they will speak while still in the mother's womb. They prefer listening to information about the data they have collected more than about different languages. They can distinguish the difference in the melodies of their native language in a few days. Knowing the language, other developmental features, level, and the process will be a prominent guide for the activities to prepare in the educational planning and process of children to acquire their mother tongue.

In short, to call a situation learning, the individual must bring about the desired behavioural change. Birthright behaviours, such as crying, laughing, and sneezing, cannot be accepted as learning, nor are behaviours such as sitting, jumping, singing, and talking, which are only the result of growth or maturation, not considered learning.

The Need to Learn a Foreign Language

The purpose of education is to raise psychologically, and socially well-shaped individuals who know themselves can learn by themselves, keep up with the needs of the age, research, reason, question, and reach the truth. In our age where information and Technology are spreading rapidly, the world has become a globalized village, societies have moved away from self-sufficiency, and it has become inevitable for them to become connected to each other (Yildiz, 2021). These developments have created the need to learn a foreign language and meeting this need has become the goal of education. There have been several forms of interaction between societies since ancient times. Societies have been forced to speak with one another and learn foreign languages because of commerce and wars. It may be claimed that there is a larger need to learn foreign languages due to other developing factors. Communication occurs in a learning setting, where students are given a chance to discuss topics of significance (Yildiz, 2020b). International communication has become inevitable in today's global world. Commercial, economic, social, and cultural relations necessitate using a common language. In this context, English is the world language, for it has been recognized that all communication is provided in English.

Learners are positioned at the centre of the language acquisition process. Learners are granted the ability to take an active part in their learning process when they have the autonomy to do so inside this educational setting. Learners can define their own goals and objectives when they take ownership of their education and learning processes. In addition, individuals can self-direct their learning and define their own goals (Yildiz & Yucedal, 2020). The individual who studies a foreign language develops his understanding of what is said and read in his native language. An individual with improved understanding and comprehension skills will always have the chance to learn another language faster. A person with a foreign language can learn a subject much faster than someone without a foreign language (Tuncer, 2009). Therefore, learning a new language improves self-memory.

Reasons That Make Learning a Foreign Language Difficult

1. Attention Deficit

The student's inability to pay attention to important details in the lesson, making easy mistakes, making the activity inattentive and disorganized, having difficulty in reading written texts that require concentration and difficulty in collecting attention, and frequently switching to another before the end of one activity, forgetting his homework, leaving the exercise he needs to do due to a sound or event that does not interest the other students while dealing with an exercise, slowing down the homework that needs to be done, delaying, procrastinating, forgetting quickly, not being able to perform as expected in school life indicate the attention deficit problem of the student (Korrel et al., 2017). The student with attention deficit cannot adequately reflect his or her intellectual capacity in his / her life while learning the language and often has problems with planning or forgetfulness.

2. Inability to Go Out of Comfort Zone

The comfort zone is the psychological area where individuals feel good and create for themselves (Ecclestone*, 2004). It is expected that everyone creates a comfort zone for himself. This area is a familiar, only self-controlled area that does not contain surprises. Outside of the comfort zone, individuals feel insecure and alert at every moment. Individuals' abilities or competencies may not improve because they are not triggered unless they step outside this field. One of the important thresholds that the student should cross while learning a language is that the student knows what to do but does not do it, insisting on old habits.

Because comfort zone is a mechanism in which the individual does not follow innovations and thinks that what he knows is self-sufficient, ultimately making the individual lazy and dull in life. The person must get out of this area for the ability to develop and learn continuously.

3. Not Repeating

It is a fact that repetition is necessary for language learning, and a language cannot be learned without repetition (Davis & Kim, 2001). However, when learning a foreign language, it should be known how repetition is done and how often it is done. Repetition should be done frequently when learning a language. The words learned in the repetitions made only for one day are forgotten the next day. The language learner needs to improve his vocabulary, make fluent speech, make the right sounds, and repeat the original speech (Daskan & Yildiz, 2020). Therefore, when repeating, the target words should be practised using them in different sentences (Tosun & Yildiz, 2015a).

4. Lack of Motivation

It is the reluctance of the individual to do a job when he needs to do it. Therefore, lack of motivation is one of the biggest factors that prevent individuals from achieving their goals (Celik & Yildiz, 2019). The course success of students with low motivation will be relatively low. A student who lacks motivation may have difficulty listening and understanding the lesson and therefore fail exams. As a result, the student may not have sufficient desire and interest to accomplish his goals in studying or solving tests. There are multiple reasons for this. First, lack of planning, not knowing what you want, negative processes in the family and lack of attention can cause a lack of motivation. That is why lack of motivation is the biggest enemy of success.

5. Curriculum Disorder

It is impossible to teach languages by abstracting them from their culture. When learning and teaching a foreign language, it is normal to be exposed to the culture of that language. Moreover, reasons such as not identifying the subjects that interest the students while preparing the curriculum, not paying

attention to the cultural sensitivities of the individuals who will learn the language, and the program set for teaching the language is less than 36 weeks will complicate the work of the teachers who teach the language and adversely affect the learning of the students (Yildiz, 2016). It is a necessity that the planned duration for language education in the curriculum should be long with various activities (Yildiz, 2019a). Otherwise, individuals who learn and teach foreign languages will inevitably be exhausted.

6. Long Holidays

During long vacation periods, students move away from learning at school and find themselves in an uncontrolled atmosphere. During the holiday periods, since what is learned during the school year is not repeated, the mind does not use it for a certain period. What is learned is forgotten over time, and learning losses occur by decreasing the learning level. Therefore, long holiday periods harm students' learning and cause learning loss (Cooper et al., 1996). It is a fact that the information the mind stores will be forgotten after a certain period if it is not used or repeated. To prevent this, the learned information should be used and repeated continuously. In short, learning is a process that requires continuity. Long breaks in this way prevent students from desired progress. The permanence of the knowledge and gained skills during the academic year is lost with long breaks.

7. Teacher Quality

It is unthinkable that teachers who have not received pedagogical formation and have not observed the lessons of experienced teachers can give nutritional information to students. The teacher must plan before moving on to the educational work. They should conduct their lessons within a plan. First, the student should be told about the goals to be achieved. Before explaining the subject, the teacher should inform the student about the purpose of the subject and the behaviours he is trying to gain. Instead of a method of teaching in which the teacher is as active as possible, methods should be used to ensure the student's participation (Celik & Yildiz, 2017; Yildiz, 2017). Moreover, in this direction, it should process the lesson and determine with which test items to measure whether the students are achieving the determined goals or not.

The teacher's most important task is to guide the student (Tosun & Yildiz, 2015b; Yildiz, 2019b). The teacher usually performs the task using tips. Clues are hidden messages that move the student and help achieve the desired behaviour. More generally, tips help the student think about what to learn in the case of teaching, how to get to what they have learned, what to learn, and how to establish relationships between these elements.

In a teacher-centred classroom, student activity and initiative are hindered. Learning cannot reach a level that can operate high-level mental functions and cannot exceed the level of cognition. The teacher's ability to discover the student's needs depends on his sensitivity and the development of empathetic understanding. The positive relationships the teacher develops with the child can make him see himself as a valuable asset, trust himself and accept himself. Both the personality and the teacher's behaviour affect the students' behaviour. Therefore, teachers should try to create a conducive atmosphere for learning in the classroom with their behaviour. A conducive classroom environment for learning eliminates the behaviour problems of many students. Qualified teachers are open to professional development, want to constantly renew themselves, are ambitious to learn, and see gaining enhancements as a way of life. Such qualified teachers train qualified students.

Conclusion and Recommendations

Learning is the process of perceiving the information divided into parts, reorganizing, recalling, and using it where it is needed. In this case, the most important phenomenon in making learning is that it is permanent. Moreover, the impact of the environment on the learning process is also inevitable. As a

result, some factors directly related to each other that language teachers and learners should remember. A strongly motivated individual goes beyond the limits of comfort, plans holidays well, repeats often and puts needs in order will progress faster and successfully learn a language.

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