5th World Conference on Educational Sciences -WCES 2013

Self Evaluation of Students' Language in the Frame of Information and Communication Technologies

Menderes ÜNAL [a] *, Mustafa YAGCI [b]

[a] Ahi Evran University, Faculty of Education, KIRSEHİR/TURKEY
[b] Ahi Evran University, Faculty of Education, KIRSEHİR/TURKEY

Abstract

The aim of the study is to identify students' misuse of language in the frame of information and communication technologies with their self-evaluation and determine the recommendations to find out ways to overcome misuse of Turkish language. In the study, among the qualitative research methods the case study was used. University students were asked how they use Turkish language in mobile phone texting. The language misuses in their texting were analyzed by means of students' own suggestions. A self-evaluation form was given to 12 students from Ahi Evran University to determine the misuse types and to get their suggestions about the correct use of the language. The content analysis of students' text messages and opinions was employed in order to examine the misuses through categorized themes.

Keywords: Information Communication Technologies, Language, Self-Evaluation

1. Introduction

Language is a means of thought and communication. Communication skill can be defined as the skill of using a language, which combine individuals and identify national characteristics. People firstly identify and organize their thoughts and then select proper words, put them into correct order and utter a sentence. This is a mechanical process which operates automatically and simultaneously (Aksan, 1990). While writing, it enables individuals to think for a while and find suitable words expressing the idea. However, people misuse words, make useless repetitions and write irrelevant sentences (Yaman and Erdoğan, 2007). According to Aksoy (1991), language is the most significant and useful means which emerged from communal life. Moreover, it is a key of collecting and delivering the knowledge and learning.

Today people are living in a world surrounded by information and communication technologies such as computers, internet and mobile phones. All around the world, people use mobile phones, which are accessible both at home and elsewhere including schools. The use of mobile phones has shaped individuals' way of life, their interaction and communication with others. Students spend most of their time interacting with each other through mobile phones. They mainly speak and send messages.

A poll revealed that an overwhelming majority (99%) of 333 Japanese students regularly send and receive emails via their mobile phones in preference to using their PCs (Thornton and Houser, 2005). In Turkey, Tosun (2012)

---

* Corresponding name: Menderes UNAL (Assist. Prof. Dr.)" . Tel.: +90-0530-464-3904
  E-mail address: menderesunal@gmail.com

found that almost all teacher candidates (99.65% of the girls and 99.13% of the boys) have their own mobile phones. A high proportion of UK residents who have mobile phones (75% of general population, 90% of young adults) can handle both voice calls and the display of textual information (Crabtree et al 2003).

People communicate with one another by both face-to-face dialogues and using information communication technologies. It is a fact that those technologies are becoming such an essential body part of human being that the young use them at anytime. Whether they communicate in an oral or written way, mobile phones are in the first of their preference. Many telephone operator systems organize new campaigns and discounts in prices, which encourage consumers to have more credits leading a rapid increase in the number of mobile phone users who will send text messages and make voice calls every day (Akkoyunlu and Orhan, 2001).

Many newer phones also have the ability to connect wirelessly to the internet. Students would rather send messages than speaking on the phone because of some reasons. It is the fact that mobile phones are relatively inexpensive compared to laptop computers with wireless connection. They also have some functions such as internet browsers that make mobile phones attractive and present a wide range of possibilities and communication by words and text messaging increase even further (Naismith et al. 2004).

About 99% of young people use mobile phones for both verbal and written communication quite often in Turkey. It was found out that students prefer mobile phone short text messages in their written communication rather than chatting and sending e-mails. Students stated that they use Turkish word abbreviations in chats, e-mails and short mobile phone texts (Tosun, 2012). Moreover, new vocabulary entered into Turkish after the developments in communication technologies. Messaging in a short time causes to send texts to more individuals share their thoughts and chat with each other, which causes some changes in the native language, resulting in the use foreign vocabulary in their conversations or texts. During the process, people do not pay enough attention to use the language properly. Therefore, the cases need investigating the cases to find out students' way of communication and misuse of the language.

2. Language Misuse

In a language, sounds (letters) come together and build up a word. Words come together and form a sentence. In a sentence, choosing a word is as important as proper usage. Unconscious, inattentive and misuse of language are as common as use of informal language among the young, which causes degeneration of the language. The students prefer using abbreviations to save time and do not write the entire words because they think writing entire word is more difficult (Tosun, 2012). Language misuse can be classified into four main categories: misuse of a letter, word, sentence and orthography (Ergin, 1995).

Misuse of a Letter: Using a foreign letter instead of Turkish one and using homonym letters.

Misuse of a Word: Abbreviating the word or omitting vowels and consonants, writing a similar word, preferring a foreign word and misspelling endings.

Misuse of a Sentence: Using informal language, repeating to indicate stress

Orthographical Misuse: Misusing upper and lower case letters, using double consonants, using diphthongs, misusing compound or separate words, misusing interrogative suffix "-mi" and misspelling a word or a sentence.

2.1. Purpose

The aim of the study is to identify students' misuse of language in the frame of mobile phones, which are the outstanding examples of information and communication technologies and to determine the recommendations which will help find ways so as to overcome the misuse of Turkish language.

3. Method

The case study among the qualitative research methods was used. A qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings (Denzin and Lincoln, 2011; Patton, 1990; Yıldırım and Şimşek, 2005). Generally, in case studies more than one data collecting technique is employed to improve the quality of data for the researchers. Some of these techniques are interview, observation, document analysing, audio or video records (Yıldırım and Şimşek, 2005; Cohen, Manion and Morrison, 2007).