

The impact of the technology in the development of the writing skill in English

**“THE IMPACT OF TECHNOLOGY IN THE DEVELOPMENT OF THE WRITING SKILL IN ENGLISH – A  
study conducted in Gjilan”**

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To my family

I dedicate this research to my two sons and my wife for motivating me to go further in my career. I love them.

## **Acknowledgement**

After attending the lectures, passing all the exams and now I am here to present my thesis which is my final work of my Master studies but I hope it will not be the last one.

Firstly, I would like to thank my thesis advisor Prof. Dr. Brikena Xhaferi whose office door was always open whenever I had a problem or just a simple question about my thesis and in general during my study period. She was consistently positive about my thesis and my work, always guiding me right when I most needed it.

I would also like to acknowledge primary schools” Musa Zajmi” and “Sadulla Brestovci” in Gjilan and my colleagues for their wonderful collaboration. They supported me and were always willing to help me and not to forget my lovely pupils.

Finally, I must express my very profound gratitude to my wife and my two sons for providing me with unfailing support and continuous encouragement throughout my years of study. This accomplishment would not have been possible without them Thank you a lot.

## **Abstract in English**

The aim of this study is to help understand the role of technology in writing skills through data analysis and conclusions on the impact of technology on changing the writing culture, writing and digital writing process, in the elementary schools of Kosovo. The purpose of this study is to analyze the differences between writing in the second language with the computer and the traditional writing as handwriting.

The focus of this study are students' writing skills in general and the relationship between grammar and short writing and the language of messages. The participants of the study are EFL randomly selected students of 15 years old who are on the ninth grade in the elementary schools such as "Musa Zajmi" and "Sadulla Brestovci" in Gjilan. There are 100 participants in total (50 in each school).

The research proposal utilizes both quantitative and qualitative data collection tools, but it is rooted in a qualitative research because it needs to recognize the importance of locating the research within particular cultural and social context. Afterwards, questionnaires are distributed to the participants and everything is explained in detail.

We believe that this study is expected to help, with very useful information, all teachers, stakeholders, scholars and others, who are affiliated or interested in developing effective writing skills in the second language.

## **Abstract in Albanian**

Qëllimi i këtij studimi synon të ndihmojë në kuptimin e rolit të teknologjisë në shkathtësinë e shkrimit përmes të dhënave dhe konkluzioneve për të analizuar ndikimin e teknologjisë në ndryshimin e kulturës së shkrimit, shkrimit dhe procesit të shkrimit dixhital në shkollat fillore të Kosovës. Qëllimi i këtij studimi është të analizojë dallimet midis shkrimit në gjuhën e dytë me kompjuter dhe shkrimin tradicional si shkrim dore.

Fokusi i këtij studimi është shkathtësia e të shkruarit të studentëve në përgjithësi dhe lidhja përmes gramatikës dhe shkrimit të shkurtër si dhe gjuhës së mesazheve.

Pjesëmarrësit e studimit do të jenë nxënës të moshës 15 vjeçare të përzgjedhur rastësisht që janë në klasën e nëntë në shkollat fillore si "Musa Zajmi" dhe "Sadulla Brestovci" në Gjilan. Do të ketë 50 pjesëmarrës në të dy shkollat.

Propozimi i hulumtimit do të përdorë të dyja instrumentet: sasore dhe cilësore për grumbullimin e të dhënave, por para se gjithash hulumtimi është i rrënjësor në një hulumtim cilësor sepse ai duhet të njohë rëndësinë e çështjes brenda kontekstit të veçantë kulturor dhe shoqëror. Më pas, pyetësorët do t'u shpërndahen pjesëmarrësve dhe gjithçka do të shpjegohet në detaje.

Ne besojmë se ky studim pritet të ndihmojë, me informacione shumë të dobishme, të gjithë mësuesit, palët e interesit, studiuesit dhe të tjerët, të cilët janë të lidhur ose të interesuar në zhvillimin e shkathtësive efektive të shkrimit në gjuhën e dytë.



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CHAPTER 1  
INTRODUCTION

**1. Introduction**

This research is completed in the field of teaching and learning, more precisely in the writing skill, where the main aim is to help understand the role of technology in writing skills through data and conclusions to analyze the impact of technology on changing the writing culture, writing and digital writing process, in the elementary schools of Kosovo. The purpose

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of this study is to analyze the differences between writing in the second language with the computer and the traditional writing as handwriting.

In recent years, studies from around the world have shown that English language teaching for non-native pupils is a very important point for their further education. Especially the growing interest in writing in second language is confirmed not only in schools but also in the different private courses they attend, from the increasing number of documents, books and newspapers or even magazines, especially music and movies. Teaching in the second language has taken on the primary occupation of the teaching profession.

From the earliest times mankind has never stopped figuring out things to ease life and work. From the early modern computer to modern computer, these inventions of transportation and communication have changed the course of humanity by making people closer to each other and improving their lives. Nowadays, the advances that have been made in the field of communication have given new form and meaning to the concept we have in the world we live in.

Even in Kosovo as elsewhere in the world, because of this achievement in the field of transport and communication, the teaching of the English language also became a daily necessity for the children and their academic future.

### **1.1. Research aims**

Although this MA Thesis deals more with the impact of technology on the ability of writing in English, teaching English as a second or foreign language remains one of the most important parts of school and university curricula in many countries of the world and in Kosovo too.

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We all know that the writing process has a considerably impact in the lives of hundreds of thousands of people who study or work both in the country and abroad, where they need to have a high level of writing skills, even though they are not native speakers of that language.

Many second/foreign language users are obliged to write fluently and correctly in their second language, so many books, analogies and lectures that are used during practice hours are starting to be reprinted in the second language.

Even in Kosovo, in the last two decades, the use of technology, especially the use of computers in schools, is already a known fact. The presence of computers in educational institutions has increased considerably and the pupils are using them more and more, compared to a few years ago.

## **1.2 The major objectives of this study**

Beyond the importance of using technology in all areas, as well as in teaching, thinking and appreciation for it has grown to see the use of computers as something essential to help solve many problems that mankind is facing today, especially in the field of teaching for all students of almost all ages.

Although the new field, the impacts of computers and technology in general, in the creativity of a learner, have been discussed so much, both for the source and the second language speakers. But few studies have focused attention on how this process is developed for students who write in a foreign language.

This MA Thesis research aims to understand whether the use of a technology affects the enhancement of the level of reinforcement and the quality improvement of the writing skill. This, on the other hand, is not just a matter of study, but we are also touching on the social side that affects us all. Another fact is that the use of technology in second language teaching is not just related to the teaching and curriculum, but also to the role it has in their lives. In other words as we may say, it looks into whether using technology such as computer device, would be more effective than traditional approach such as dictation by handwriting.

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The context of the study is connected to EFL students, more precisely randomly selected students of 15 years old who are on the ninth grade in the elementary schools such as “Musa Zajmi” and “Sadulla Brestovci” in Gjilan. There are 100 participants in both schools.

The last but not the least important thing in this paper is that this study extends into several plans: such as pedagogical, cultural and social. In all these spheres, the impact of technology is also affecting the transformation of the writing culture in human relationships with technology or in the relationships between them, meaning that all these are perceived and present in the educational system, that is, schools in communication between them in school and outside in their lives.

### **1.3 Conclusion**

Although this study is devoted to the influence of technology in the process of writing in foreign language, respectively in English, English language teaching as a foreign language remains one of the most important parts of the curriculum in Kosovo with a two to three lesson per week. Also because in fact it has been seen over the past two decades that the process of writing in foreign language has a significant impact on the lives of hundreds of thousands of people who study or work in local institutions or abroad, they should possess the language at such a level that requires a literal ability even though they are not native speakers of that language.

This study is important because it is in-depth research to understand the importance of technology presence in students' work.

## CHAPTER 2

### LITERATURE REVIEW

#### **2. Literature review**

English language is now recognized throughout the world as an international language and its advantages to know and master it are numerous and enviable. In a world that is

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becoming competitive and tempting to work and live in the country or abroad, teaching this language becomes an advantage for students who want to study and for students who will be looking for work here or abroad.

The way technology has been used in teaching and learning has changed and spread, especially in the last two decades. So this chapter has to do with the recent studies and the role of technology, computer, in the process and the culture of writing in elementary schools in my city.

Since studies and research are voluminous and not few in number, it would be impossible for us to present in detail all statistics and conclusions obtained from them.

This short history related to the origin of second-language research will be based on final studies and general studies. So we will try to bring to mind only the most important issues and the main points of this story, which I believe will help us to understand better the dynamics of writing in the second language that is the subject of our study.

Studies and scientific research in any kind of fields are always considered very important because they give some opportunities to the researchers or students and to all those who are interested in the subject, whatever that field of research it may be, it will be equipped with some preliminary views and provide them with detailed information and tables that we hope will be needed in their next research.

## **2.1. Previous studies and research on the writing skill**

Although the second language term is supposed to correspond with all the languages of the world, it should be noted that in most cases the first thing that comes to our mind when we

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mention the second language writing, is writing in English. This is because since the beginning of the 1960s, English began to perceive its linguistic shape, replacing in some way all other languages.

The appearance of writing in the second language as a field of study itself, although the latter, can be considered as a mature and timed phenomenon over time. If we refer to the past, the term we use today as writing in second language corresponds to the process of teaching foreign language writing, especially in English. Here we can mention well-known scholars such as Leki (1991), Cunnings (1995) and Silva (1999) who have at length informed the latest language development features and trends in this field.

Writing as a skill involves a number of linguistic operations which must be taught. The act of writing is deprived of an immediate context of communication. Thus, for effective writing, the writer has to use a large number of formal features in order to help his/her readers infer the intended meaning. Failure to use these features correctly causes ambiguity in some writings.

On the other hand, there are so many kinds of essay writing, such as: descriptive, narrative, report, argumentative, etc. To have a good writing, students must be able to write an essay with appropriate content, good organization, correct diction, and grammar.

A good writing, including narrative essay writing, must cover some aspects. Raimes (1983) mentions those aspects are syntax, content, the writers' process, audience, purpose, word choice, organization, and grammar. While Byrne (1995) mentions three aspects which make writing difficult, the first is the psychological problem. Writing is a solitary activity. Teachers cannot get direct feedback like in speaking activity. The second is linguistics problem. The writers have to ensure that the choice of words, sentence structure, and other cohesive devices are correct for conveying their message. The last is the cognitive problem. Writing is learned through a process of instruction. It is not a natural process like speaking. Both Raimes (1983) and Byrne (1995) basically have the same idea, but Raimes (1983) does not classify the problem.

A scholar such as Tony Silva (1999) agrees on writing and second language research being influenced by some approaches affecting writing in the first language. He goes on saying that this fact why teachers and second language scholars still use previous approaches to

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teaching English as a second language is because there were not approaches of second language to replace the approaches of the first language.

Another theory comes from Zamel (1982), who sees the writing process as a non-linear process in which ideas are collected, organized, written, and reflected by the writer and colleague, and then edited, finally giving the form of a coherent text. So the title of his book "The process of Discovering Meaning" (1982) underlines the central idea of this approach. That is, meaning was of great importance (as opposed to the structural precision or the formats described) and that the writing process itself was the best way to discover and develop that sense.

According to Silva (1990), the approach to controlled writing has had a strong impact on the teaching of the second language. This approach has had its origin with the "orally" approach when it was thought that the language was spoken. Therefore, writing was considered a secondary ability to use to reinforce speech.

The role of the tutor in guiding in the writing process is to help students develop the strategies for getting reports, drafting multiple projects, editing and processing.

During the last decades, second language teaching got a lot of excitement by doing research on it. To conclude, nearly most of the research focused on the ability of the teacher to adapt the experience and theories used in the first language and their adaptation to the process of second language teaching in the process.

Most also thought that the skills acquired by second language students were similar to the skills acquired in the first language. Certainly, besides the similarities between them, there were also major changes, but the researchers had another point. The scholars should have taken into account the language-dependent changes in the second language writing process.

## **2.2 Computers and technology in the teaching of the writing skill**



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Since its invention, in the 1970s, the computer has been seen as a necessity in everyday life. It also became an inseparable part of the teaching. Boyle (2000) explains that using a computer gives students the opportunity not only to write, but also to become more active during the teaching process, more collaborative in the activity they are doing, and dynamically encourages them in activities such as reviewing and joint editing of an activity, group learning, and various research.

The use of computers has not only influenced the teaching field, but it has also generated a particular interest in research in the field of education where different scholars began their research on the relationship between technology and education, respectively in our case writing, revealing that students are much more motivated to incorporate this technological tool during their lectures. Some of the first researchers in this field, such as Moore (1987) and Burnet (1981), showed the first results of how the computer affects editing and writing abilities in general and how useful they are in writing.

Additionally, it is suggested that the teachers should use technology to encourage students to write better. Boyle (2000) suggests that in this way students are actively involved and participate in activities with others who have the same interests.

In this way, the computer helps students to be able to correct directly on the letter they have written without going further with writing all the paperwork or project they are doing. By doing this, namely by correcting them at a glance, they have a greater opportunity to do a better job and it gives them a good feeling because they have control over what they write. This also brings them a self-confidence and enjoyment at the same time.

So, technology is on the side of the material which is to be written, and on the manner how students will become professionals in writing. Having in mind that technology was developed by people to facilitate their work, and in our case to write and imitate our speech, computers often overcome these writing possibilities thanks to the various programs that have been installed.

First and foremost, the term "writing" is dedicated to the writing and the work that originates from it. But on the other hand, the writing and the writing process has other aspects, such as the aspect of communication with the reader. The reader in this aspect has a duty; he

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has to decode what the writer has tried to encode in his writing and this implies the existence of a gap between the reader and the writer, and all this, because the strategies of writing in the second language are always changing and in need of improvement ( Zimmerman, 2000).

The use of computers differs from the age of students, which means that university students use computers more often than primary school students, thus benefiting from many of the programs installed on the computer.

On the other hand, it is well known that the chosen program should not be the only factor in developing the skills of student writing. There are also other important factors such as: teachers, colleagues, selected learning strategies, and computer programs that all play an important role in developing and improving the work of written text on a computer.

Technology and computers in their beginnings had only informative function, while today they are not only used as an informative element but also to add enjoyment and relaxation during the lectures, as the computer does not only mean information but also comfort and entertainment. The fact that technology is very important nowadays in many areas of life, including education here, it is important to ask a question whose answer is essential for the creation and development of curricula and methods in education. So the question is as follows: How important is technology in the education system?

Today it is impossible to live life without computers and technology and the use of technology in education is becoming even more important and controversial even more delicate when it comes to methodology and education in general because many experts in the field are preoccupied with the impact of technology in the classroom. Their concern lies in the fact that they may receive inappropriate information or become victims of different sites (Brown, 1997).

On the other hand, computers and technology offer many opportunities to develop creativity and productivity, as well as visual communication. There are different possibilities for the information to be received and transmitted in a more entertaining and efficient way, for example; use of PowerPoint and various animated programs. All of these programs give amazing effects to attracting students' attention.

As far as writing in computer, foreign language students do not have a big difference from those who write in mother tongue. For example, facilitating the control of different

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grammatical errors is also important for foreign language students. So they not only have the opportunity to check their mistakes but they also remove the fear of being wrong.

So if they are writing in a foreign language, their fear of making mistakes is small because they know the computer is there to help. The help that the student receives from the computer in this case is great because it facilitates the process of correction and works without mistakes.

Another important aspect in the involvement of technology and computers in education is also closely linked to a form of teaching that is mostly applied in developed countries, and we are talking here certainly for learning in distance which would not be possible without technology help. Thanks to technology and the internet, now people all over the world can receive online lessons without having to physically attend the classroom, and they can work and educate.

The computers and technology are becoming increasingly important in education, making the teaching process more accessible, easier, fun and more creative. This has made students understand more, both on professional level and entertaining ones since the computers have become part of their daily routine.

On the other hand, computers can cause trouble for students writing in second language. Especially for those who have difficulty in writing in their own language, writing with a computer in a foreign language would simply add to the trouble. Foreign language students who use computers are focused on superficial differences rather than core ones. However, the quality of written texts on the computer is understandably greater.

Therefore, the students use the computer for different purposes, some use them to gain more ideas, correct their texts, and some others to see the various computer options. But, computer usage has its negative side if it is not used for work, but only for spending the free time playing on it. Children can become addicted to different games and their supervision would be more than necessary.

### **2.3 The culture of writing**

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The writing process and the culture of writing is a field that has always evoked interest in many linguistic scholars because it is a good way to show the language and importance of the language for human beings. However, writing is more than a tool, we use when we want to express our thoughts and to communicate with others.

This is important because Robinson (1995) says that without humanity writing there would be no history, and certainly the people who did not write were forgotten. The letters, messages and everything else that has been hand delivered or personally has been facilitated today in the most extreme places of the world because they are sent through electronic writing.

Scholars like Ong and Coulmas (1982) consider that writing has a crucial and very important influence in the way we think and create our perceptions. That is why we should be very careful in writing our ideas and thoughts so others could understand us better.

The culture of writing has to do with the cultural and pedagogical aspect of writing as well as the effects that the use of technology means in its process.

McLuhan (1962) writes that the "content" of any tool is another tool. The content of the writing is the lecture, as the written word is the content of the print and the print is the content of the telegraph. So writing is "tightly and in the unfinished manner linked to the lecture and writing cannot be separated from the lecture" (McLuhan, 1962, 23-24).

Since the computer is directly related to writing, whether in the first language or in the second language, attention should be paid to the state of the written language in the period of computerization.

Since our study aims to review written texts in the second language by technological means, specifically process writing and related tools, the effect of writing with the computer usually tends to be directed towards a simpler, but less planned, and also more usable writing.

On the other hand, writing and lecture vary essentially. These changes are mainly due to the different functions that the writing and lectures have developed to continue. "The Cambridge Encyclopedia for English Language" is one of them which systematically gives recommendations for the main differences between writing and lecturing. (Halliday, 1989) here are some examples:

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### Spoken language:

- Because communication is confronted by each other, the spoken language is characterized by a very important element, such as the body language. The attitude, the fictitious mimetic and the gestures speak too much about the message to be transmitted.
- Many of the words used during speech are not exactly pronounced linguistically. Often, we may encounter words or expressions that we do not encounter in the written language, but lecturing a reactive process allows for the opportunity to express in a somewhat less formal way as the recipient is faced with the sender and any misunderstanding between them can be resolved at that moment.
- In this type of communication it is usually impossible to remember all the details of the communication since it is difficult to memorize all the words you can hear.

### Written language

- Written language cannot communicate through signs or gestures and as such avoids ever more the use of ambiguous words or ambiguities, unclear or unexplained contexts.
- In the written language the words or expressions we choose to use are carefully selected according to the context by trying to respect not only the language but also the cultural or conceptual rules of the recipient.
- In written language, faith and seriousness take another form. Generally, everything written gives the assurance and the idea that what it is discussed is a matter of fact or serious.

## 2.4 The influence of electronic devices in the writing process

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The process of writing in recent decades has been influenced by many electronic devices such as tape recorders, listening devices, etc. In this way, we can say that today's electronic communication, especially writing through these modern electronic devices, and not leaving aside the computer, has greatly influenced how people think, write or even in their work what they create, the form they are writing about, the text they write, and how they behave with the reader.(Hyland, 2002)

But with the development of the computer and the increase in the number of their personal use over the last three decades, the computer began to give people the opportunity to improve their texts, giving the possibility of writing a text, even for those who were not very capable of writing correctly in another language. The computer began to advance by being equipped with programs that assist those who write, students and teachers to program and correct their textbooks without having to start writing a text from the beginning by developing and enhancing the writing activities a lot on the other side.

Even the simplest computers are capable of self-correcting the possible mistakes of a text, giving the writers the opportunity to easily and quickly check their text. The computer gives people the opportunity to re-check the text or even add different parts without needing to review all the text from the beginning. So the impact that the computer has on producing a text is also reflected in the number of pages of that text and its grammatical and structural quality. So its effects should not be analyzed alone, but as an inseparable part of the writing process (Stoll, 2005).

Many technological innovations pose new challenges for those who write, but they also open new ways to innovate such as internet communication. Baron warns that technology is the source of a profound change in how people communicate, "Expansion in use of the computer as a device for social communication was driven by improvements in the technology. Multiple commands were needed to add or delete text, word-wrap was still a novelty, and moving chunks of text often wasn't worth the effort. With the creation of more intuitive word-processing and editing programs, along with the appearance of larger and more readable." (Baron, 2001, p.226)." He goes on saying that the style of the written language we

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use regularly in computer texts, through the Internet has more or less the same common features as the language style used in handwritten texts.

Internet appearance reminds us once again that its impact has to do with finding a new way to distribute messages. However, it's just the use of the internet and the computer that has made possible the realization of many of the publications and texts that previously just could not be imagined. If this continues, we can conclude that global networks will soon affect how we write, think, and even work.

Technology and computers in their beginnings had only an informative role, but today it cannot be said that it has only that function because it plays a very functional role in other fields as well as in education. From all this complexity, one can come up with a question like: What is the importance of technology tools in the field of education?

The use of technological tools in our lives has become irreplaceable and almost unimaginable to start living in a world without them. The use of technology is growing in the education process and is becoming a controversial issue, important and delicate as regards methodology, pedagogy because many experts are concerned about the impact of technology on the product and the efficiency of the computer during the teaching hours.

On the other hand, internet use in schools can have a positive impact on teaching. It helps many students during their work, performing course assignments or even various projects that offer a great deal of information about each field. So students can get the right information from the internet in order to improve and develop their work. There is no doubt that technology has influenced the methodology used in teaching environments. However, Martha Pennington suggests that teachers who are responsible for a proper use of technology "to promote and transform the skills of speech and speech" for second language students (Pennington, 1993).

Previously, we taught our students how to write a topic in a foreign language and feel proud of their achievements. Today one of the most important things for us is that they get more and more skills in second language writing, to recognize foreign languages not only linguistically but also as special cultures and to know how to use computers, write e-mail etc.

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Technology has also created a wonderful environment for communicating with people in different cultures.

However, despite these advantages in the potential of using technology, there are also disadvantages that are not useful.

-one of the most common disadvantages of using the Internet and other devices such as the phone, includes inexpensive materials, copyright infringements, plagiarism, viruses, and often unpleasant communication patterns related to various private issues;

- spending a long time on a computer is considered a devastating activity for the development of the child and all the skills it shows in relation to the social relationships it will create later. So children should use the phone and the Internet as little as possible.

Nowadays, email has become one of the most popular and most useful means of communication even though the origin of its creation has nothing to do with interpersonal communication.

According to Baron (Baron, 2001), technically e-mail is a form of communication because even though it is part of written communication it has many similarities with the spoken language and makes it difficult to define or classify it," in principle, language technologies are the servants of their makers. We craft them so we can better convey messages, express emotion, exercise power, collect our thoughts, and forge social bonds".(Baron, 2001, p.228).

In the beginning, there were only the youngsters who wrote and talked in this way, with the passing of time even adults have started practicing the same writing style by raising in this way disturbing questions for grammarians and scholars. Accordingly, the language used in this kind of electronic communication is nothing more than a common language of spoken and written language, but is turning into a model of writing. What turns out to be unacceptable is not the use of informal or formal elements, but the melting of both and the creation of a model. We are all aware of the fact that this kind of communication contains features of the spoken and written language features, but the separating boundary between these two is getting worse and this is causing irregularities in identifying and storing of the standard language (Baron, 2001).



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When we are talking about this, concern does not exist in adults or people who are educated, but in young learners who have little knowledge of standard language. Knowing the language and its rules does not hinder electronic communication at all. What many scholars are trying to highlight is the idea that standard language knowledge should not be missed.

According to Cristal (2008), the internet has a tremendous impact on English language writing, and given that this is a widely used language, recent trends in internet writing have had an impact on its standard form. In a short period of time elements of the language used in the e-mail have been widely used in daily communication. For example: we do not say thank you but *flm*, or we not say thank you but *thnx* etc. Thus, in some way, this type of communication is not only affected by the written language but also the spoken language. This kind of communication does not only affect the written language but also the spoken language too (Crystal, D. 2008).

From a grammatical point of view, writing an e-mail resembles more spoken than written language, because in most cases the words are not written in full that are to be read, without respecting the spelling rules. The words used are not selected and this makes their writing informal.

In many cases there are sentences that can be written with abbreviations, initials, symbols or even no signs of punctuation with a justification that they want their writing to be with cuts and symbols that make this communication faster. All of these changes in terms of writing and word cuts come as a social result. Previously people have learned how to behave, but a change in language and behavior has now come to light.

This coming communication is becoming widespread in other ways besides email such as chat and mobile messaging. As for the signs of punctuation, both in emails and in communication with messages, we do not have a satisfactory situation either. In written words, we encounter an exaggeration of the use of punctuation signs, as is the case with several question marks that follow each other, or with some exclamation marks too instead of using only one. They are used to express great surprise or astonishment, or when they wait for an answer to a question and they write several question marks.

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Even the expression of emotions or feelings in such writings is a characteristic in itself. In most cases, feelings or emotions are either abbreviated or not written at all because in their places are used symbols or figures that are now known by all as "emotions". These figures are very widespread for the fact that they best perform the function of this communication by following the proper message in a very short time and without much effort to explain more of what they feel. Although initially these figures were used only by young people, they are nowadays found to be of great use even among adults who seem to be infected by the use of these symbols.

On the other hand, Facebook, which is also an online communication tool, completely changed life. This new way of communicating, not only gave people the opportunity to contact more, get more information about them, also to change our culture. Beyond the phenomenon of Facebook, it is a matter of concern about where the language of this communication will end.

Another way Facebook has changed the way people communicate is that the social media making traditional emails less important compared with Facebook messaging. Formal communications such as in the workplace do not happen on Facebook of course. Facebook has also changed the ways people view the entire concept of friendship. A "friend" is not even someone who we see in real life, it is a person who likes our posts and photos on Facebook. Some Facebook friends are "real" friends but many are not. Surveys showed that when you are being updated with your friends' news, it has led to a decrease in the traditional communication methods.

This also shows how quickly one update from one single person can be spread through their whole social network. For some people, it has made them feel like they have to be updated with their friends lives, which is why many people have smart phones because from the phone, you can easily log on to Facebook with internet and application access.

Today innovators are always creating new technologies that will make an impact on the daily lives of people making their life easier too. The influence of technology has made an impact on social media and the last one has impacted the society in many ways. So people cannot imagine their lives without it. It's becoming ever more present in our society and has had a huge impact on the way people communicate with each other. Different forms of

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communication through social media can either be constructive or destructive. Social media can speed up the way people gain knowledge and make sure communication. It has also negative and positive effects on a large scale too. However, it can also be used in negative ways to spread unnecessary information and create havoc.

All these typical examples of electronic communication through chat and email indicate a major change that has been typing on the computer. As people increasingly use this communication, especially young people, they tend to follow their example and writing codes in school or in daily talk.

Another way of electronic communication is chat or mobile messaging. Certainly not even a single user would guess that from the comfort of this kind of communication they would practice more and more. The more they use electronic communication, the more options and new communication opportunities were developed. So another well-known and popular communication tool in electronic writing and communication is the mobile phone.

In its beginnings the mobile phone was used only for oral communication because there were no options for writing. Despite this, it was very demanding but not as demanding as it would be when became equipped with the option to communicate in writing. The text message differently used as SMS which is actually an abbreviation of its "short message communication". So the language used in writing and communicating people through phone messaging did nothing but further emphasize the electronic writing model.

If the characters used exceeded the specified number for a message, then you automatically switch to another message by paying double, triple, and so on depending on the number of characters. These are the strongest reasons for changing the standard language with which people communicate (University of Cambridge, survey 2009).

As in all the other above-mentioned communications, even in this communication, respectively in communication through the messages, the language differs in this use too, such as:

- the disappearance of the letter g during the use of the gerund- goin and not going
- use of expressions -LOL laughing out loud
- using numbers instead of words- B4 and not before

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- the lack of a capital letter at the beginning of the sentence
- Homophones use through letters -u and not you; and so on.

According to Owens (Owens, 2006), it is very important to pay special attention to the English language education and writing either as a first language or as a second language, as electronic communication is very widespread and finds more use to adolescents and young learners. It is very important that before the youngsters or children are exposed to such types of communication, they must first learn what the standard language is, how it affects technology, and then are better able to choose it in the script that seems the most appropriate.

The same is true for the Albanian language because young learners use the same technology everywhere in the world. Even in our country, when talking about computer writing and computer and other means of communication, like in English class or in everyday life, we have to think about the impacts that they have in the language we are learning in school or standard language.

Like many other languages, English has its own variants of language because of its history, but when talking about the way of writing with computers, it is most important to observe grammatical rules. What matters to be most important in our work is grammar, its rules and spelling, as these are the symbols and the improper use of exclamation marks that have raised great concern among researchers.

On the other hand, the way people view standardization of a language varies from how researches view the language. Ordinary people, unlike scholars and linguists, see the standardization of a language related to the vocabulary that people use. As far as linguists are concerned, they link standardization to the correctness of the language, so a written document which is not grammatically correct cannot be considered a standard language writing.

It is known that the standard language has come as a result of a need that existed especially in those languages where the variants were numerous, such as English for example, where it would be very difficult to communicate if they were not all written in a common variant. The same phenomenon has also occurred with the Albanian language as well, where due to two dialects a standardization of language occurred.

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Some of the more common and familiar effects of electronic communication in standard language are obviously the cuts and different symbols used by people today to communicate with each other.

Abbreviations or short writing are a well-known phenomenon of computer writing and this is widely accepted by many scholars. This is the phenomenon we encounter in advertising, especially in announcements and in electronic communications. Many people and scholars claim that short writing is often a reflection of the high rhythms that human society is moving.

Crystal believes that communication is not a reflection of a lazy mind, but the only reason why it looks like it is monetary restriction (when it comes to writing messages), while talking to the email or internet chat, the cuts occur because the person we communicate with is close to us and that does not prevent us from expressing as we want, and here we also include the way we write (Crystal, D. 2001). Just as we cannot pretend to speak literally and with a high-profile register with friends or relatives, as well as in electronic communication, we cannot claim to write more but short because they know us.

We are ending this section with Crystal's idea which emphasizes that the attempt of some linguists or scholars to evaluate negatively the latest writing trends is inconceivable. According to Crystal, we cannot claim that all who write this way are illiterate and are harming the way we write. This is not true because if they were not educated then it would be safe that they would not even know to write on the other hand.

All that is happening is nothing more than a product of an ever-moving society that has a lot of communication and sharing experiences. Accusing and judging so many cuts or other forms of electronic writing, we risk putting them on the pedestal by giving them more importance than they actually have. According to Crystal, there are new forms of writing that are the most worrying, but lack of information and updates with the latest news. The fact that a sentence is not spelling or grammar correctly does not mean that makes no sense. It is important that language does not disappear so that people continue to communicate (Crystal, D. 2001).

Everyone admits that electronic communication has brought fundamental changes not only in language, but also in how we live, how we think and then how we express to each other.

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In my opinion it is very important to study all the impacts that this kind of communication can have.

All the ways we communicate with each other when we are writing depends on the words we choose and how we write them. When we choose to write something, we cannot write as we want, as we write to the reader, and the reader must be clear in what he reads.

However, what many of the scholars and sociologists have agreed is the fact that the opportunity people today have to communicate with each other, even though they are far apart from each other, is merely one of this kind of communication and precisely this language used, despite the negative impacts that may have on the linguistic aspect, has marked a radical change and a new trend in today's standard language.

Remaining to what we perceive as standards, according to Pennington, it does not matter whether you are writing standard or not, it is important to know it and know how to make the difference (Pennington, 1996).

## **2.6. Conclusion**

English language is now recognized throughout the world as an international language and its advantages to know and master it are numerous and enviable. In a world that is becoming competitive and tempting to work and live in the country or abroad, teaching this language becomes an advantage for students who want to study and for students who will be looking for work here or abroad. Although the second language term is supposed to correspond with all the languages of the world, it should be noted that in most cases the first thing that comes to our mind when we mention the second language writing, is writing in English. This is because since the beginning of the 1960s, English began to perceive its linguistic shape, replacing in some way all other languages.

A scholar such as Tony Silva (1999) agrees on writing and second language research being influenced by some approaches affecting writing in the first language. He goes on saying that this fact why teachers and second language scholars still use previous approaches to teaching English as a second language is because there were not approaches of second

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language to replace the approaches of the first language. Wilga Rivers (1968) has cited that writing should "be considered a service activity rather than a goal in itself".

Technology is on the side of the material which is to be written, and on the manner how students will become professionals in writing. Having in mind that technology was developed by people to facilitate their work, and in our case to write and imitate our speech, computers often overcome these writing possibilities thanks to the various programs that have been installed.

Internet use in schools can have a positive impact on teaching. It helps many students during their work, performing course assignments or even various projects that offer a great deal of information about each field. So students can get the right information from the internet in order to improve and develop their work. There is no doubt that technology has influenced the methodology used in teaching environments. However, Martha Pennington suggests that teachers who are responsible for a proper use of technology "to promote and transform the skills of speech and speech" for second language students (Pennington, M. 1993).

## **2.6 Recent studies**

Information and communication technology is becoming increasingly important in recent times, not only in informal communication but also in formal and linguistic communication. And here we are talking about all kinds of written communication and the nature of audiences such as writers in the first language, as well as those in the second language.

### **2.6.1. Carly Ann Chwat, 2018**

The development and spread of personal computers and the Internet has also brought about radical changes in writing technology. Computer literacy has changed the way we work, socialize, communicate, read and write. "Writing is a foundational academic skill that leads to both functional and creative communication, and is important not only for students at the

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elementary school level, but also for individuals in higher education and vocational settings ( Chwat, C.,2018).”

When computers first emerged, the only option for writing was a word processor. That has changed a lot in the past decade as internet-connected devices have become the standard in offices, homes, and schools. Nowadays kids know very well to use computers and phones without any previous learning on them. But according to Chwat “current school-aged children are often categorized as “digital natives,” having grown up with technology and easily developing the skills needed to use it. Despite this, the question remains as to whether they actually have developed typing skills and if these computer-based assessments are a fair measure of the academic skills they are attempting to assess (Chwat, 2018.).”

Due to the discovery of technology or more precisely the computer, the children of the last two decades have all the knowledge about the basic use of the computer. However, the question remains-exactly what technology skills do these students actually have? According to Chwat “students indicated they use technology at home for communication and information, while their classroom experiences focused more on word processing and presentations. Overall, teachers reported that students had limited skills with technology such as cloud computing tools, but acknowledged that students could learn to use these tools. However, teachers identified the following barriers to using technology in the 6 classroom: lack of sufficient technology skills and integration strategies, a fear of looking unskilled in front of peers, and an inability to solve student problems with technology (Chwat, C., 2018)

While in other countries, “for the enhancement of Education through Technology Act of 2001, the U.S. Department of Education set goals of improving academic achievement through the use of technology in classrooms, having all 8th graders being technology-literate, and integrating technology training and resources with teacher training to develop best practices (Chwat, 2018, p.3.)”, however, in Kosovo, such a comprehensive implementation is still lacking, and children are close to computers only in their homes. Although "smart boards" have been distributed in some schools in recent days, there is still a lack of technological tools in schools across the country.



### **2.6.2. Margaret Godwin, 2016**

Children today are exposed to English at an early age of their life in many different ways, such as movies, popular music, videos, and computer games. In my professional experience up to now, I have seen a lot of nonnative children often learn quickly to express themselves verbally in English and can acquire good pronunciation by repetition and constant exposure to these forms of media.

Although “despite the availability of language tools and computer programs for language learning, and also of virtual platforms such as Moodle, Blackboard, and such like, there is evidence that students need to be encouraged to gain confidence and motivation in writing, which is an emotional as well as a cognitive ability (Godwin, 2016).

However, despite the availability of numerous language learning computer tools, such as WriteClick (Pearson, 2013), Grammarly (2013), Tell-Me-More (n.d.), Rosetta Stone (2013), and Microsoft’s Spell and Grammar check embedded in Microsoft Word (2013), students underuse them. Individual preferences play a role here, for example, students’ use of technology for other purposes, and the suitability of the devices they are using (Ushioda, 2013). Some research has indicated that error correction by word processors is more effective than by teachers (Behjat, 2011), that the value of written corrective feedback is still being discussed, (Kim & Kim, 2011) and that more research is required into the effectiveness of grammar correction in ESL writing (Kim & Kim, 2011).

### **2.6.3. Jenny Cole and Jay Feng, 2015**

One of the main goals of teachers is having students at proficient level of literacy in the classroom. “This objective is especially challenging for English language learners particularly in the domain of writing. Writing has been identified as one of the most essential skills because the world has become so text-oriented.”(Cole &Feng, 2015).

The above mentioned authors in their book “Effective Strategies for Improving Writing Skills of Elementary English Language Learners” (2015), agreed that “the use of technology, pre-taught vocabulary, various teacher influences and the implementation of positive diverse

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literacy practices, this goal can be attained.”(Cole &Feng, 2015). Becoming a proficient writer of English is a problem for many ESL students as they believe that they simply cannot write English. This becomes more prominent in the upper grade levels of elementary school and beyond. This feeling of incompetency leads to self-doubt and anxiety in writing.

Cole & Feng mentioned few methods towards a good writing skill:

-a Fluency First Approach MacGowan-Gilhooly (1991), she believes that only after students have learned to express themselves can they then move toward correction of grammatical errors

-activating prior knowledge, making sure students have the opportunity to think about what they already know before the task begins helps ESL students incorporate new information into existing structures of knowledge which activates long-term memory (Watt-Taffe &Truscott, 2000).

- a vocabulary pre-view is an effective tool when asking an ESL student to attempt any genre of writing.

CHAPTER 3  
RESEARCH METHODOLOGY

### **3. Research methodology**

Recent technology developments have enabled a more comfortable and fast communication between people. The new ways of offering various computer writing programs bring close collaboration between students and best fit with new concepts of writing in the second language, by widely acknowledging group work and the facilities offered by computer in second language writing. And it turned out that all teaching programs that included computers in their work process, whether as part of writing in the second language or in other subjects, have been successful.

And in fact, teaching methods of writing in second language that have included computers in them have proved to be very fruitful for students who are not speakers of that language. It is well-known fact that students who write in a foreign language are more anxious than locals and as a result the number of errors during the writing process will be greater. On the other hand, classic handwriting and computer writing differ because students writing with computers make fewer mistakes due to computer-aided correction programs and are more entertained by writing on the computer than those writing by hand.

So less creative students, will have more opportunities to develop his imagination. By writing on the computer through various programs he/she will fit better with the world of technology but also with a more extended vocabulary in the second language. They will also be able to use the Internet and various sources of information to carry out the tasks, from which it will expand not only the cultural but also the linguistic knowledge.

Many of the studies conducted are mostly focused on the impact of computer literacy on people or students who are not speakers of that language. Above all, the close relationship

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between the computer and the writer is studied rather than the co-operation in the auditorium or in an environment where the group works. In this case the relationship between the computer, the writer and the rest of the students or colleagues creates a more complex connection (Pennington, M.C. 1999).

One of the scholars who has focused particularly on this complex relationship between the writer, the computer and the rest of the audience, and the impact it has on the writing of the second language is Beauvois (Beauvois, 1992). After examining the aforementioned relationship, she noticed that especially in students this relationship has a dual qualitative and quantitative impact. By analyzing an auditor with computers and a simple classroom without technological equipment, she emphasizes that changing the results in writing the second language between these two environments is both quantitative and qualitative.

This means that the differences and advantages observed following the analysis of the teaching process in two different environments showed that the quality of writing on the computer environments was higher and as a consequence influenced the attractiveness of the students to the auditoriums where the lesson was taught by technology aid (Beauvois, M.H. 1992).

### **3.1 Research aims**

To test the importance and efficiency of the theory and practices that we have mentioned so far on the culture of writing in the second language, we have organized the study based on the information obtained in three sources.

### **3.2 Methods**

The first research method is a dictation where the participants will write the dictation by hand and later the same dictation they have to do with the computer. It will be very interesting to see how the same students will do the same dictation but the second time with the help of the computer.

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It will be very interesting to see how the same students will do the same dictation but the second time with the help of the computer. I firmly believe that computers have positive results if writing instruction is effectively planned. Another factor that prompted me to increase my research on this issue is the fact that during the previous research, few were the studies able to prove or reject the effects that computers have in the process of writing in the second language.

The second research methods is the informal writing that is done in the second language through the chat, messages, public posts, and the abbreviations that they use during these communications.

The third research method is a questionnaire and the data is carefully analyzed.

### **3.3 Research questions of the study**

The importance of this thesis, and based on my personal interest in computer use in second language teaching, the purpose of this study is to analyze the differences between writing in second language with the computer and through traditional handwriting. Thus, comparing two basis, two different study environments, namely a computer ambiance and a normal one without the inclusion of computers during the process of writing in the second language, as far as concerned from the first source we have the following questions:

#### 3.3.1. Research questions

1. Are there differences between handwriting and writing on a computer in writing a second language?
2. What is the impact of technology on young learners in elementary schools?
3. What are students' attitudes towards the use of technology in elementary school?

### **3.4 Participants**

The research was carried out in two primary public schools in Gjilan/Kosovo. In primary school “Musa Zajmi” there were 50 students and in the other school “Sadulla Brestovci” 50 students also. Students were of both genders and their age was 14 and 15 years old.

It should be noted that this type of study is based on the participants' perspective and learning about the attitude they have on this issue can shed light on the true dynamics of writing in the second language by analyzing it in many respects.

### **3.5 Instruments**

The research is conducted through:

- a) the dictation, and also two questionnaires;
  - 1) with abbreviations for chat and messaging; and
  - 2) a questionnaire for their attitudes towards the use of technology.

Since what we expect from the results of this study has to do with the impact that computer and technology has on writing in second language, the informal communication that would be experimenting with this case would have to be carried out in the second language.

This choice was convenient for two reasons, first because the study is directly related to the second language and secondly, the second language we are operating (English) is not only a widely studied and widely spoken language in Kosovo, especially after the war, but also that

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recently, not only in our country but also beyond, it is widely used in informal communication among young people.

Keeping in mind that we want to understand more and more deeply the concept of writing in the second language on all the impacts of using the computer in the writing skill, the methods I have chosen to obtain the necessary material have been absolutely a surprise.

### **3.6 Procedure**

This research was conducted in two primary schools, in “Musa Zajmi” and “Sadulla Brestovci” and both schools are in Gjilan/Kosovo. I work in primary school in “Musa Zajmi” for 10 years now and during this time my students were of different ages, starting from age 6 to 15 years old. I got the approval from both principals of the primary schools to allow the students to participate in my research and I explained to the students about the research and questionnaire that they have to fill and about the Dictation they have to do.

Initially they were asked if they are willing to participate in the research and do the work and to my amazement they were very keen to do whatever it takes because they wanted to test themselves and see where they are. It was like a good challenge to them.

I explained to them that the whole research that they are doing is confidential and their anonymity is protected. Guaranteeing their rights they felt more relaxed and the research has been carried out during the period which lasted three weeks, a period of three weeks in June 2019.

During this process I learned a lot about writing in the second language, and most importantly, the computer's impact on the writing culture.

Although all sources, such as dictation, translation, and shortcuts, aimed at achieving the same information, they presented a number of different variations whenever they were introduced to the students.



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The impact of using computer in the writing of second language and writing culture as well is mostly reflected in grammatical and spelling aspects. Therefore, in order to obtain more accurate conclusions the data obtained were analyzed in this line.

### **3.7 Conclusion**

It is well-known fact that students who write in a foreign language are more anxious than locals and as a result the number of errors during the writing process will be greater.

On the other hand, classic handwriting and computer writing differ because students writing with computers make fewer mistakes due to computer-aided correction programs and are more entertained by writing on the computer than those writing by hand.

The importance of this thesis, and based on my personal interest in computer use in second language teaching, the purpose of this study is to analyze the differences between writing in second language with the computer and through traditional handwriting, where writing is a priority electronic tools. It should be noted that this type of study is based on the participants' perspective and learning about the attitude they have on this issue can shed light on the true dynamics of writing in the second language by analyzing it in many respects.

CHAPTER 4  
DATA ANALYSIS

#### 4. Data analysis

In this chapter all data obtained from this research and see the quantitative and qualitative data as well is analyzed carefully.

##### 4.1. Analysis of the dictation by handwriting and computer

At first students were reluctant to do the dictation by hand due to possible mistakes, but they were promised anonymity and because of the scientific work they agreed to try their best.

From the analysis of dictation done by hand with students in two primary schools in Gjilan, "Musa Zajmi" and "Sadulla Brestovci", with the selected text from their English book ACCESS 3 (Virginia Evans-Jenny Dooley, Express Publishing, 2014, Student's book, Unit 1d, Culture corner- The Yeoman Warders) we found the following results:

-In both schools the results were approximately the same meaning the amount of mistakes in writing. See the following table:

Table no.1.

School	No. of students	Mistakes
Musa Zajmi	50	275
Sadulla Brestovci	50	283

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The most misspelled word was *Tower (Tower of London)*, which had to be capitalized, and only 6 of the 100 students wrote it in capital letters. As you can see, the word *Tower* was mentioned many times in the text and this is the reason of so many mistakes writing it in small letter.

Table no.2.

School – word <i>Tower</i>	Mistakes
Musa Zajmi	46
Sadulla Brestovci	49

The second word misspelled is *Crown Jewels* because almost everyone wrote it in small letters, although it should have been written in big letters.

Table no.3.

School – word <i>Crown Jewels</i>	Mistakes
Musa Zajmi	45
Sadulla Brestovci	48

In the following we are presenting all the mistakes done by handwriting by students of both schools “Musa Zajmi and Sadulla Brestovci (MZ/SB) so we can have a clear picture of mistakes in general.

Table no.4.

Word	Percentage
Tower	96%
Beefeaters	59%
Ravens	59%
French	39%
Guard	35%

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Occasion	48%
Trimnings	48%
Exactly	40%
Crown Jewels	93%
Introduced	37%

From the table it is clear that the third word misspelled, and unknown to them at the same time, is *Beefeaters*. Since the text is taken from the book in the *Culture corner* section, we can assume that the students did not know it because there are many things to learn about another culture.

The word *Ravens* was written mainly as raivens, and the words *Occasion* and *Trimnings* were written as ocasion and trimings.

The word *French* was written with small letter (french) and this is the influence of Albanian language because in Albanian language nationalities are written with small letters (francezë, amerikanë).

In regards to the dictation on computer, we have a totally different picture. Computers have become normalized in the lives of people today. It can do more work than one task in less time.

Nowadays, computers offer many possibilities to use if you want to write, and they can be a valuable tool for students. They did not need to plan or think in advance what to write because they knew that the teacher will read the dictation and they will type the words and the computer will find and correct their mistakes immediately.

When it came time to write the dictation on computer, students were relieved because they knew that computer “is their friend”. They knew that the computer lets them easily type in text, shift it around, and edit it. Word processing can also do much more for you if you make the most of its capacities and know its limitations. They didn’t have to create clean or fully developed text for their first draft.

During the analysis of the dictation on computer, one thing was noticed in computer writing. The computer did not correct the words that should start with capital letters such as the dictation that was in English book ACCESS 3 (Virginia Evans-Jenny Dooley, Express Publishing, 2014, Student’s book, Unit 1d, Culture corner- The Yeoman Warders), e.g. the words

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*crown, jewels, tower*, which means that the computer corrected spelling (*london, april*), but not *crown, jewels, tower*. For your convenience you will see the dictations presented in the appendix. This raises the question *Why is that?*

Maybe this was because the words belonged to the group of generalized words. The crown of a king is not capitalized but the representation of English monarchy as Crown should be capitalized. Once again here we deal with the getting to know or not a culture of a specific country.

## **4.2. Analysis of the research question 2**

### **a) What is the impact of technology on young learners in elementary schools?**

We have mentioned the role of the technology on young learners in elementary schools as being very important and useful for them in doing their projects and homework like seminars or other projects with the help of computer. But the benefits of writing with technology cannot be overstated and should not be overlooked.

All the students were pro writing their projects and homework with computer when they are at home, but some say that even when they are not at home, they write ideas on their phones and later they may put them on their computers. In that case they do not have to worry about mistakes they say, but just ideas because the computer or phone will correct them. With the help of computer they will know how to write a text without mistakes, the space between words, creating tables, putting photos to make the project more attractive, and adding numbers and so on.

People text every day for many reasons (private, school, business, family), and you'll often see people texting multiple times a day. Text messaging is also useful. No less than 80% of professionals say they text for business purposes. For them it's a tool to schedule meetings, flesh out ideas, and get work done.

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Friends do text to keep up with each other and coordinate events. Texting has been such a hit, in fact, that almost any app you open on your phone has a messaging feature. Texting's quick, and it's easy. You can send a million messages in a second and because people tend to enjoy typing instead of talking. It's also easier to reach most people through text, because few people answer calls they aren't expecting, while texts are read within five seconds on average.

As to the messages they text on their phones, we gave them a test with 10 most common abbreviations just to see whether they know them and the use of them: **LOL**-(laughs out loud), **IDK** (I don't know), **IRL** (in real life), **BFF** (best friends forever), **ASAP** (as soon as possible), **IDC** (I don't care), **BRB** (be right back), **OMG** (oh my God), **GTG** (got to go), **BTW** (by the way).

In the following please see the table of the abbreviation for two schools:

Table no.5.

Abbreviation	Musa Zajmi		Abbreviation	Sadulla Brestovci	
	positive	negative		positive	negative
<b>LOL</b>	42	8	<b>LOL</b>	41	9
<b>IDK</b>	43	7	<b>IDK</b>	39	11
<b>IRL</b>	25	25	<b>IRL</b>	29	21
<b>BFF</b>	45	5	<b>BFF</b>	40	10
<b>ASAP</b>	30	20	<b>ASAP</b>	31	19
<b>IDC</b>	42	8	<b>IDC</b>	40	10
<b>BRB</b>	32	18	<b>BRB</b>	30	20
<b>OMG</b>	50	0	<b>OMG</b>	50	0
<b>GTG</b>	33	17	<b>GTG</b>	30	20
<b>BTW</b>	40	10	<b>BTW</b>	35	15

## The impact of the technology in the development of the writing skill in English

From the table we have the most three known abbreviations and used as well:

1. The first known abbreviation is **OMG** (Oh my God) and all the students knew it 100%.
2. The second known abbreviation is **BFF** (Best friend forever) and 85% of students knew it.
3. The third known abbreviation is **LOL** (laughs out loud) where 83% of them knew it.

The most unknown abbreviation appeared to be **IRL** (in real life) where only 54% students knew it. There were 17 students who wrote *I really like* it and 20 *–I really love*, and 28 did not write it at all. This is not surprising because both of these start with the same letters. From these analyses, we can conclude that both schools have shown close results with each other. This is due to the fact that young people are the same, of the same age and of course with similar concerns.

Another common fact is that the second shortest knowledge in both schools is BFF, but also for the fact that only girls have known more than boys. The question is, why? Can we say that girls are more talkative and talk more with friends by reporting on school events and daily events in general?

Girls tend to speak and develop socio-emotional skills earlier than boys. Some scientists claim sex differences result from evolutionary developments and biological processes, boys are less expressive than girls. Probably this explains why girls mostly knew the abbreviation BFF.



#### 4.3. Analysis from the questionnaire on students' attitudes towards the use of technology

##### -What are students' attitudes towards the use of technology in elementary school?

Through this questionnaire was measured the attitude of students towards the use of technology in school using 10 questions to which they answered honestly. Below we will mark the questions and see the percentage analysis in each question, illustrating it through the table. We marked the answers with numbers. The results show the answers from two schools together (Musa Zajmi and Sadull Brestovci), and initially the questionnaire starts with the question:

##### **Do you think using computers makes you more likely to.....?**

(1=totally disagree; 2=disagree; 3=not strong opinion; 4=agree; 5=strongly agree)

Table no. 6

<b>Do you think using computers makes you more likely to.....?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Write better because you can revise and edit easily?	/	2%	18%	36%	44%
2. Present ideas clearly?	2%	1%	21%	49%	27%
3. Be creative?	1%	2%	17%	35%	45%
4. Communicate well?	2%	4%	22%	42%	30%
5. Enjoy using information and communication technology?	1%	6%	17%	39%	37%
6. Using technology saves time?	4%	18%	26%	25%	27%
7. Do you think using technology can help you learn many new things?	/	2%	3%	38%	57%
8. Do you feel confident when it comes to do your homework on a compute?	2%	3%	26%	44%	25%

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9. Do you believe technology can really improve your work?	/	5%	26%	40%	29%
10. Do you think English teachers should use technology in the classrooms?	1%	1%	17%	40%	41%

From the table it is clear that the highest percentage was in questions 1, 3, 7 and 10.

**-Regarding question 1,** "Write better because you can revise and edit easily?", 2% of the participants disagreed, 18% did not have a strong opinion, 36% of them agreed and 44% of the participants strongly agreed on the first question.

From these figures we can conclude that writing doesn't usually come out well the first time one writes (this has been shown even with the dictation by hand) because thoughts aren't neatly arranged in their brains at this age and rarely come out perfectly. So writing takes time to evaluate, change ideas and finally edit them.

**-Regarding question 2,** "Present ideas clearly?" 2% of the participants totally disagreed, 1% of them disagreed, 21% of students did not have a strong opinion about it, 49% agreed and 27% of them strongly agreed.

In the second question, most of them are in favor of the question because they think that through the computer their ideas are clarified and taken shape.

**- Regarding question 3,** "Be creative?" 1% of the participant totally disagreed, 2% of the disagreed, 17% did not have a strong opinion about it, 35% agreed on being creative and 45% of the participants strongly agreed.

Technology can be a strong device to help students bringing out creative values as they can be very demanding and eager to seek for themselves about things and homework they have to do.

**-Regarding question 4,** "Communicate well", 2% of the participants totally disagreed, 4% disagreed, 22% did not have a strong opinion about it, 42% of them agreed and 30% of them strongly agreed.

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Even in this question they think that communication is faster and they can say more words than in cases when letters were written by mail. They even spend all the time communicating on different communication platforms, Facebook, snap chat, Instagram, etc.

**-Regarding question 5, “Enjoy using information and communication technology”,** 1% of the participants totally disagreed, 6% of them disagreed, 17% did not have a strong opinion, 39% of them agreed and 37% of the participants strongly agreed.

Regarding this question, today almost everyone has a communication technology tool, whether it is a laptop or any of these smart phones and spend most of their time on them for different purposes, even small children watching different cartoons. This is very profitable because it helps them in all aspects, whether in learning different information or even in listening to the accent and improving them while listening.

**-Regarding question 6, “Using technology saves time?,** 4% of the participants totally disagreed, 18% of them disagreed, 26% did not have a strong opinion, 25% of them agreed and 27% of the participants strongly agreed.

Still half of them agree that using technology saves time. This must have come from the fact that instead of reading a book about a phenomenon or a distant tribe in the world, they can watch a live documentary and that saves time.

**-Regarding question 7, “Do you think using technology can help you learn many new things?”,**0% of the participants totally disagreed, 2% of them disagreed, 3% did not have strong opinion, 38% of them agreed and 57% of the participants strongly agreed.

Since they are the generation of technology, there are now new ways to learn things and get ready, from reading books online or aloud, to drawings and various online presentations.

Learning has never been easier than it is today.

**-Regarding question 8, “Do you feel confident when it comes to do your homework on a computer?”,** 2% of the participants totally disagreed, 3% disagreed, 26% did not have a strong

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opinion, 44% of them agreed and 25% of the participants strongly agreed. In this question we have almost 70% of the positive answers that highlight their safety and comfort in using technology when it comes to performing tasks, such as project work or other tasks.

**-Regarding question 9**, “Do you believe technology can really improve your work?”, 0% of the participants totally disagreed, 5% of them disagreed, 26% did not have a strong opinion about it, 40% of them agreed and 29% of the participants strongly agreed.

This is also one of the questions with the most positive answers. Doing a project with all the possibilities offered by technology is something fantastic and very satisfying because it gives you the opportunity for research and this whole process is important in gaining the confidence that doing homework is a school obligation but also fun.

**-Regarding question 10**, “Do you think English teachers should use technology in the classrooms?”, 1% totally disagreed, 1% of them disagreed, 17% did not have a strong opinion about it, 40% of them agreed and 41% of the participants strongly agreed.

The need to use technology in schools has increased recently. There is so much to show and make it clearer and more interesting for students to learn using technology in the classroom through smart tables and more. But given the schools in our country, such a thing is unlikely to happen. Apparently the only way is if students have smartphones or computers at home.

## **5. Limitations and Recommendations**

This research has been successfully done in cooperation with students in two elementary schools in Gjilan. Although we consider that this research achieved its goals, there were a few limitations during the research that need to be mentioned. In the end we will provide some recommendations as well.

### **5.1. Limitations**

The first limitation was the lack of material related to the topic in Kosovo, and for this reason we could not make comparisons with previous studies. As mentioned in the beginning of the analysis students were reluctant to do the dictation by hand due to possible mistakes, but they were promised anonymity and because of the scientific work they agreed to give their best.

The other limitation could be that the study was based only on schools in the city and not in the village in order to see the difference between the countries.

I hope that this paper will be a step towards further research in this aspect of the comparison between rural areas and urban schools.

### **5.2. Recommendations**

The first recommendation would be for all schools to be equipped with technology like computers and smart boards, because they will greatly enrich the classroom and teaching as well.

However, in order for this study to become relevant, it must be followed by further studies and research. Consequently, attention and interest in these issues would increase and it would be precisely this interest that will directly affect the development and creation of new teaching methods.

Given that there are no or very few studies or researches on this topic in Kosovo, I very much hope that this study will be a successful endeavor in achieving my goal. I hope that this

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study will be an inspiration and motivation for others who want to deal with this issue in the future.

## **6. Conclusion**

At a time when technology and computers have become an essential component in economic, political, and social life, it is undoubtedly very important to pay special attention to the way technology is used and the benefits it brings especially in the education system in the study of foreign languages.

The aim of this research was to find out what the impact of technology is in the development of the writing skill in English, such as computer writing, and, what is the impact of computer literacy on young people in elementary schools? What is the message language itself?

The aim of these research questions is to find out how much they text and how they text. Do they understand all the abbreviations that are used during the communication between each other?

### **1. Are there differences between handwriting and writing on a computer in writing a second language?**

With the analyses provided above, we came to the overall conclusion that in terms of dictation, students have been reluctant to do dictation by hand, due to possible mistakes they may make. While the time came for computer dictation, everyone was more motivated because they were sure they would not make mistakes and for them it was fun too.

Therefore, we support Beauvious's (Beauvois, M.H. 1992) theory that the computer and the impact on the writing of the second language is complex and that the relationship between computer and the students is multiple.

From this we understood the analysis that the writing process (by hand and by computer) differs greatly by showing the quality and quantity as well as the desire of students to write on the computer.

### **2. What is the impact of technology on young people in elementary schools?**

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All the students were pro writing their projects and homework with computer when they are at home, but some say that even when they are not at home, they write ideas on their phones and later they may put them on their computers. In that case they do not have to worry about mistakes they say, but just ideas because the computer or phone will correct them. As regards to communication, texting has been such a hit, in fact, that almost any app you open on your phone has a messaging feature. Texting's quick, and it's easy and they text with abbreviations. From the analyses, we can conclude that both schools have shown close results with each other. This is due to the fact that young people are the same, of the same age and of course with similar concerns. The most two known abbreviations were OMG and BFF.

### **3. What are students' attitudes towards the use of technology in elementary school?**

Students think that through the computer their ideas are clarified, helps them be creative, communicate faster and easier in many platforms, and today almost everyone has a communication technology tool which is very profitable because it helps them in all aspects, whether in learning different information or even in listening to the accent and improving them while listening. Doing projects and other tasks has never been easier and fun at the same time too. All of them are in favor of using technology in the classroom. There is so much to show and make it clearer and more interesting for students to learn using technology in the classroom through smart tables and more. Unfortunately, given the schools in our country, such a thing is unlikely to happen in the very near future.

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# Culture corner

## 1d

### The Yeoman Warders



A trip to London is never complete without a visit to the Tower of London. The Yeoman Warders, or 'Beefeaters', guard the Tower. King Henry VIII first introduced Beefeaters in 1485. They were his bodyguards. They looked after<sup>1</sup> the prisoners in the Tower and guarded the Crown Jewels. These days they guide the tourists who visit the Tower. They also take care of the eight big black ravens which live in the Tower.

There are 36 Yeoman Warders. They all live in the Tower with their families. The Beefeaters are famous for their red and gold uniform, but they only wear this on formal occasions. Most of the time they wear a dark blue uniform with red trimmings<sup>2</sup>.

No one is exactly sure where the name 'Beefeater' comes from. One theory is that the warders got meat instead of money as a salary! Others say that the name comes from the French word *buffetier*. Buffetiers were the guards in the palace of the French king. They protected the king's food.

<sup>1</sup> took care of      <sup>2</sup> pieces of material used to decorate clothing

1 a) 🎧 Look at the title and the picture. Who are these men? Where do they work? What is the bird called? Listen and read to find out.

b) Explain the underlined words.

2 Read the text again. Mark the statements T (true), F (false) or DS (doesn't say).

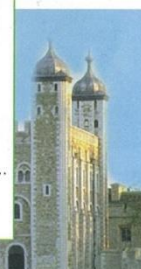
- 1 Beefeaters guard the Tower of London. ....
- 2 They give free tours. ....
- 3 They have three uniforms. ....
- 4 Beefeaters eat lots of meat. ....

3 🗣️ Imagine you are a Beefeater. Present yourself to the class. Say *who you are, where you work, what you do at work and what you wear at work.*

4 🎧 You will hear some information about the Tower of London. Listen and complete the gaps (1-5).

### The Tower of London

First built in: 0) ▶ 1078  
 Built by: 1) ..... the Conqueror  
 You can: take a tour, learn about the Tower's  
 2) ....., see the Crown Jewels  
 You can buy: guide books, jewellery, 3) .....  
 Tower closes at: 4) .....  
 Tickets: adults 5) ....., children £9.50



### Project

5 **Portfolio:** Collect information about a popular tourist attraction in your country where you can see people in special uniforms. Write:

- where it is/its history
- who you can see there/their job/their uniform

Appendix 2: Dictation by handwriting (student's dictation)

Gender: Female

Age: 15

Grade: IX

8 mist

Dictation

A trip to London is never complete without a visit to the tower of London. The Yeoman Warders, or "Beefetiers", guard the tower.

King Henry VIII first introduced Beefetiers in 1485. They were his bodyguards. They looked after the prisoners in the tower and guarded the crown jewels. These days they guide the tourists who visit the tower. They also take care of the eight big black reivans which live in the tower.

There are 36 Yeoman Warders. They all live in the tower with their families. The beefetiers are famous for their red and gold uniform, but they only wear this on formal ocasions. Most of the time they wear a dark blue uniform with red trimmings.

No one is exactly sure where the name "Beefetiers" comes from. One theory is that the warders got meat instead of money as a salary! Others say that the name come from the french word buffetier. Buffetiers were the guards in the palace of the french king. They protected the king's food.

Ami

Appendix 3: Dictation on computer (student's dictation)

Gender: Female

Age: 15

Grade: IX

### Dictation

A trip to London is never complete without a visit to the tower of london. The Yeoman Warders, or “Beefeters” gard the tower. King Henry VIII first entroduced beefetiers in 1485. They were his bodyguards. They looked after the prisoners in the tower and garded the crown jewels. These days they guide the tourists who visit the tower. They also take care of the 8 (eight) black reivens which live in the tower.

There are Yeoman Warders. They all live in the tower with their families. The beefetiers are famous for their red and gold uniform, but they only wear this on formal ocasions. Most of the time they wear a dark blues uniform with red trimings.

No one is exacly sure where the name “Beefetiers” comes from. One Theory is that the warders got meat instead of money as salary! Others say that the name comes from the French word buffetier. Buffetiers were the guards in the palace of the French king. They protected the kings food.

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## Appendix 4: Questionnaire on abbreviations

Gender: Female

Age: 15

Grade: IX

Please give the meaning of the following internet slangs and abbreviations:

(7)

<b>LOL</b>	Laughing out loud	✓
<b>IDK</b>	I don't know	✓
<b>IRL</b>		-
<b>BFF</b>	Best friends forever	✓
<b>ASAP</b>		-
<b>IDC</b>	I don't care	✓
<b>BRB</b>		-
<b>OMG</b>	O my god	✓
<b>GTG</b>	Got to go	✓
<b>BTW</b>	By the way	✓

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Appendix 5: Questionnaire on students 'attitudes towards the use of technology

Questionnaire: **What are the student's attitudes towards the use of technology in elementary schools?**

(1=totally disagree; 2=disagree; 3=not strong opinion; 4=agree; 5=strongly agree)

<b>Do you think using computers makes you more likely to.....?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Write better because you can revise and edit easily?			3		
2. Present ideas clearly?			3		
3. Be creative?				4	
4. Communicate well?				4	
5. Enjoy using information and communication technology?					5
6. Using technology saves time?			3		
7. Do you think using technology can help you learn many new things?					5
8. Do you feel confident when it comes to do your homework on a compute?					5
9. Do you believe technology can really improve your work?			3		
10. Do you thing English teachers should use technology in the classrooms?				4	