



تأثير نظام الكتابة التنبؤي في الهواتف الذكية على كتابة مستخدمي اللغة الانكليزية كلغة ثانية (مدرسو اللغة الانكليزية في المدارس الثانوية في محافظة الديوانية أمونجنا)

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الملخص

يحدد هذا البحث تأثير نظام الكتابة التنبؤية في انظمة الهواتف الذكية على بعض مستخدمي اللغة الانكليزية كلغة ثانية. حيث يختار هؤلاء المدرسين النص التنبؤي لمساعدتهم في سهولة الكتابة وسرعتها في اجهزة الهواتف الذكية الخاصة بهم. فيحاول البحث اضافة اختيارات اخرى للأجهزة الذكية من حذف اختيار النص التنبؤي اذا كانت اللغة المستخدمة هي اللغة الانكليزية و هي ليست اللغة الام بالنسبة لصاحب الاختيار. اذا كان المستخدم او المستخدمة للغة الانكليزية كلغة ثانية فسيوف تلغى بشكل مباشر خاصية النص التنبؤي في الهاتف الذكي. في هذه الحالة يكون على المستخدم ان يتذكر كتابة كل حرف الكلمة التي يقوم كتابتها بلغته الثانية من دون مساعدة هذه التقنية الحديثة التي وضعت في الهواتف الذكية.

للوصول الى الهدف المرجو من هذه الدراسة، فقد جمع الباحث بيانات باستخدام وسيلة واحدة عن طريق نوعين من الاستبانات لمجتمع تم اختياره بشكل عشوائي بواقع 50 مدرس لغة انكليزية في المدارس الاعدادية في مركز محافظة الديوانية وممن قد استخدم فعلا النظام التنبؤي في هاتفه الذكي. و من اجل الحصول على تساوي الفئات الجنسية فقد تم اختيار 25 مدرس ذكر و 25 مدرسة انثى كلاهما يمتلك على الاقل 5 سنوات خبرة في تدريس مادة اللغة الانكليزية كلغة ثانية في المدارس العراقية الحكومية في محافظة الديوانية. فيقوم كل المدرسين من كلا الجنسين بكتابة 10 كلمات تم اختيارها من قبل الباحث بعد الاستماع لها و تكرارها 3 مرات في تسجيل صوتي. اما الاستبيان الاخر هو باختيار الكلمة التي تمت كتابتها بشكل املائي صحيح و لنفس الكلمات التي سبق وان قام بكتابتها الهدف او المدرس او المدرسة حيث صمم الاستبيان بشكل اختيارات تحتوي على ثلاثة اختيارات غير صحيحة و واحدة قد كتبت بشكل صحيح للتأكد من ان المدرس او المدرسة يتذكر املاء الكلمة جيدا و بدون اي مساعدة من اي جهاز هاتف ذكي. كل الكلمات التي تم اختيارها قد ذكرت فيمنهم (اللغة الانكليزية للعراق) في كتاب 4,5 و 6 والذي يدرس ضمن سلسلة المنهاج الحديثة في المدارس الاعدادية.

بينت النتائج في هذا البحث، ان اغلب المدرسين الذين تم استهدافهم لم يتذكروا املاء نهاية الكلمات التي قد استمعوا لها من خلال التسجيل الصوتي لان النص التنبؤي في الهواتف الذكية يقدم عرض لنهاية الكلمات التي قد بدأ مستخدم الهاتف بكتابة اول حروفها لإكمال كتابة الكلمة بشكل اسرع، بينما يتذكر هؤلاء المدرسين بشكل اكثر عندما يشاهدون الكلمة نفسها في الاختيارات المعطاة في الاستبانة الثانية.

تم جمع و تحليل البيانات باستخدام عملية الحساب على الطاولة بشكل مبسط و عن طريق البطاقات لان البحث يعتبر بحث نوعي وليس بحث عددي. اخيرا، فقد جاءت هذه الدراسة الى فرضية حذف النص التنبؤي لمستخدمي اللغة الانكليزية كلغة ثانية عن طريق اضافة اختيار ب نعم او كلا لاختيار احد الاسئلة التالية:

هل انت مستخدم للغة الانكليزية كلغة ثانية؟

هل اللغة الانكليزية هي لغتك الام؟

الكلمات المفتاحية: نظام الكتابة التنبؤي، الهواتف الذكية، مستخدمي اللغة الانكليزية، لغة ثانية.

The Effect of the Predictive Mode in the Smartphones on the Writing of the English Language Users as a Second language

(Preparatory Schools Teachers in AL Dewaniyah Province as a Sample)

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ABSTRACT

This research identifies the effect of the predictive writing mode that some users of the English language as a second language select while writing some English words using their smartphones. The research tries to add some options for smartphones to omit the choice of the predictive writing mode before choosing it if English is used as a second language. If s/he uses English as a second language there would not be any predictive mode. In this case, the user must memorize the whole word without help from new technologies inserted in the smartphones.

To achieve the aim of the study the researcher collected data by one instrument, viz. using two kinds of questionnaires for a random society comprising 50 English Language as a foreign language teachers (EFL) who have been using the predictive mode in their smartphones. For gender equivalence, 25 females and 25 males have been selected with a minimum of 5 years of experience in teaching the English language as a second language at Iraqi preparatory school(s). The selected teachers should write 10 words after listening three times to each word, the second questionnaire is multiple choices of the same group of words with three incorrect spelled choices for each word. All these words are mentioned in book 4, 5 and 6 in the English textbook ENGLISH FOR IRAQ for secondary classes.

The results of this research show that most of the target teachers don't memorize the end of the words they have listened to by audio records since the predictive writing mode usually offers them the complete spelling while they remember more correct spelling words when giving them multiple choices.

The data collected and analyzed using the spreadsheet and charts since this research is qualitative more than a quantitative one.

Finally, the study comes out with the assumption to omit the predictive writing mode for the users of English as a second language by adding a choice of yes-no selection to one of the following questions:

- Do you use English as a second language?
- Is the English language your mother tongue language?

Keywords: Predictive writing system, smart phones, English language users, a second language.

Introduction

1- The background of the study

The use of mobile writing can be of any language, but when it comes to the use of EFL /ESL writing, smartphones are used in many different ways and for many purposes (translation English into Arabic or vice versa , grammar, vocabulary, pronunciation, chatting , connecting to English language pages or websites , using English language to connect with foreign people , groups or companies etc...) and all this lead to the fact that writing English as a second language is vital for all people whose English language is not their mother tongue language. In the 1980s, EFL/ESL writing was stated as a necessary area of scholarships and it is demanded in many international tests like TOFEL and IELTS .etc., therefore many theories have emerged to support the understanding of L2 writing which are in return help the ESL teachers' pedagogical tasks to make their students get better English Language writing learning (Hyland, 2008). There are many theories that decide on the process of learning writing depends and try to understand the complex reality of writing as follows:

a- Text-oriented research and teaching

First, text-oriented approaches consider writing as an outcome, a noun rather than a verb, viewing writing as the words on a page or screen, and here we see texts either as objects or as discourse.

b- Writer-oriented research and teaching

The second broad approach focuses on the writer, rather than the text. Again, there are two broad classroom approaches here: expressivist and cognitivist Elbow (1998) and Murray (1985) who encouraged the fact that students have to find their own voices to produce writing that is fresh and spontaneous.

c- Reader-oriented research and teaching

The final approach expands the idea of context beyond the local writing situation to the reader's context and what writers do to address the reader (Hamp & Hearsley, 1987).

In this study, the researcher is going to deal with the second theory (writer-oriented research and teaching) to show the impact of the predictive mode of writing in smartphones on the writing skill of English language users as a second language.

According to the National Educational Technology Standards (NETS) that are published by International Society for Technology in Education (ISTE) states that students are completely encouraged to reach their learning objectives when they use smartphones or other smart technologies and this needs highly skilled teachers to address their purposes fast (ISTE, 2007), this means that it is the effort of students as well as teachers to know how to use smartphones skillfully to get to better pedagogical goals. But, when in 2016 Veronique Greenwood wrote about the Chinese' Amnesia, "when the person forgets to write characters without the help of cell phones or computers, this leads many to be aware of the future of their ancient language, in China it is called character amnesia", the researcher builds up the assumption of this study, that smartphones may affect negatively as well as positively in the process of learning ESL.

When depending on the help of smartphones in writing using for pedagogical goals, this study tries to find answers to the following questions:

- 1- Do English teachers use the predictive mode of writing while using the English language in their smartphones chatting?
- 2- Do they think the predictive mode of writing useful in easy writing?
- 3- Does that usage affect their memory to write ten words that they have used through their career?
- 4- What solutions can be suggested to avoid being affective negatively?

2- Review of literature

When in 2016 Veronique Greenwood has inquired about the assumption in an article published in New Scientist daily newsletter if the predictive text would rob us of our ability of writing. The researcher has become certain about the reason behind the fact that many people stop for a while trying to remember what to write next these days. In China it is called "character amnesia" when the person forgets to write characters without the help of cell phones or computers, this leads many to be aware of the future of their ancient language. According to a study made lately for about 2.000 respondents of Chinese young and adult age group, it was found out that 83% of them admitted that they found difficult to remember writing some language characters or words (Asia Society, 2010). In addition to many other researchers who has found out through making some surveys about the impact of smartphones and internet usage on English language learners which has been made with Indonesian students, it states that in 2014 3% of the students claimed that the use of mobile phones for education purposes is harmful and not helpful and this ratio increases to 5%, while 25% of them were neutral, in the same research, on the other hand the researcher stated that 11% of those target students use their smartphones for language learning purposes but they still in 2015 don't view their smartphones for education purposes because the ratio has increased slightly into 14% (Lekawael, 2017). If we predict our new learned language (ESL) students and teachers while writing any text with the help of computers or cell phones, could it be easier for them or more difficult to remember these new vocabularies outside the digital technology world? Especially since one of the most six important corollaries regarding learning a native language writing is that writing skill of the SL develops through the process of acquisition and learning can come by ordered fashion and that process of learning must have done by participating and without operating if we want to accomplish the writing skill learning properly. (Krashen, 1987). In addition to the psychological, scientific and social effect behind the use of smartphones, the use of smartphones also offer students as well as adults the less number of vocabulary because of less book reading and more use of memes or emojis. To be controlled by a machine to dominate your vocabulary, the writer will use the vocabulary suggested by smartphones or computers (Park, 2017). Another reason the researcher can discuss is that the effect of using mobile phones on the cognitive skills since using mobile phones while learning may prevent students from activating their cognitive skills like brainstorming or recalling what is necessary for learning a new thing by approximate visualization (Nalliveettil & Alenazi, 2016).

This research differs from other studies in some points; it raises the assumption if "character amnesia" as we could say might happen with ESL users for example "English language teachers" when English language teachers have to be educated on the effectiveness of mobile technology in teaching activities to use new perspectives (Vota, 2011), it is also different because it gives some suggestions for further smartphone companies to disable obligatorily the predictive writing mode in the recent generations of smartphone that is exported to Arab countries or even countries that speak a language differs from the original manufactured language of these smartphones. There are other ways to do that in fact, not only by turning the predictive mode on or off but by using the obligatory switching off of the correction mode or the predictive mode for students as well as teachers who use English as a second language for chatting in social media aiming to let them correct these new vocabulary by themselves using their memory and not the dominant system of a phone. Hedge (2008) states that it is the responsibility of researchers, materials designers and teachers who have to pay greater attention concerning vocabulary learning to increase the learning pace when using the latest technology in the classroom in recent years.

3- Statement of the problem

To depend on a machine help more than a memory when using a language that is not your mother tongue language leads to spelling complements loss. To let a smartphone complete a word a person has known, learned, taught and used already results in the gradual word amnesia in the part of the users of the English language as a second language.

3.1 Objectives of the study

- 1- Show the possibility of using the predictive writing mode in smartphones in the part of English teachers as a second language.
- 2- Find the impact of that usage on their memory.
- 3- Shed lights on the ratio of spelling errors they may make without the help of smartphones predictive or correction mode.
- 4- The possibility of switching off that mode by the manufacturing companies for the users of a different language from the language of the smartphone original copy.

3.2 Questions of the study

This study aims to answer the following questions:

- 1- Do English teachers use the predictive mode of writing while using the English language in their smartphones chatting?
- 2- Do they think the predictive mode of writing useful in easy writing?
- 3- Does that usage affect their memory to write ten words that they have used through their career?
- 4- What solutions can be suggested to avoid the bad only?

3.3 The Significance of the study

The significance of the present study lies in the fact that it is one of the rare occasions that render teachers of English as a second language to depend mostly on smartphones corrections and predictive mode of writing rather than their memory which may lead in the future to suffer from the decreasing of the number of new vocabulary learnt and then forgetting them since English is not their mother tongue language. This kind of study is not very common in this part of the world and it may be the first study to shed lights on this problem in the Middle East.

3.4 Limitations of the study

For the target community, the researcher chooses 50 teachers of the English language as a second language who have been teaching English more than five years in secondary schools, 25 males and 25 females for gender equivalence. All those teachers are living and teaching in the center of Al Diwaniya province 120 km south of Baghdad.

4- Methodology

The researcher followed the qualitative method rather than the quantitative one since the research is to emphasize the quality of writing of the target community, the researcher uses to collect and analyze data, the spreadsheet, and charts since this research is a qualitative more than a quantitative one.

4.1 The procedures

The Ministry of Education in Baghdad has renewed the curriculum of English subject since 2014 into a new series named English for Iraq. In the first stage, the researcher has nominated 10 words that are occurred in the secondary textbooks: book 4, book 5 and book 6, this means that all the target teachers should be familiar with these words since 2014 till the moment, by using them to set their monthly or final tests. These ten words respectively are (adolescent, despairingly, luggage, souvenir, architecture, allergies, secretariat, jewellery, exquisite and accessories). Using a variety of words with or without suffixes but all of them are very common for those teachers who concentrate on word formation. After that, the researcher has recorded a voice record using Google pronunciation to let the teachers listen three times to all these words and then write what they heard on a questionnaire sheet of paper. Each teacher has to answer five questions concerning with their personal information, then s/he has to write the tenth words correctly. In the second stage, the researcher has written another questionnaire which contains four multiple choices for each word (1- a- adolecent b- adulescent c- adolescanc d- adolescent) the target teacher has to choose the correct spelling of the given word.

4.2 Results of the Study

4.2.1 After scoring the target teachers' first questionnaire, the results are as follows:

A- Males

The correct answers scores after writing the given words without the help of the predictive mode for males are as shown in table 1:

0/1	1/1	2/1	3/1	4/1	5/1	6/1	7/1	8/1	9/1	10/1	total
0	0	0	0	0	0	0	0	0	0	0	1
9	4	3	-	3	3	1	-	1	1	-	25

B-Females

The correct answers scores after writing the given words without the help of the predictive mode for females are as shown in table 2:

0/10	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10	total
11	2	3	4	3	1	-	1	-	-	-	25

The following table shows the scores of the correct answers for males when writing the ten words after listening three times to each word. The table shows the week performance of all the 25 teachers when they tried to remember the words without the help of any aid or phone. Depending on memory and how many times the teacher get used to the given words, 9 teachers score with zero/10 while only 1 teacher with 7 scores while for females there are 11 female teachers who got zero out of ten and also 1 teacher with 7 score, this means that 44% of the target females teachers didn't write any correct spelled word while 36% of males teachers who dot zero scores out of 10 this means that they didn't remember how to write these words correctly. After studying the sheet of paper that scores 7 out of 10, the researcher has found out that the answer to the question of whether or not the teacher used the predictive mode, the answer was no, it is a foreshadowing about writing correct spelled words when the target teacher had switched off the predictive mode of writing. The researcher noticed that 76% of male teachers have scored 1-4 questions and 92% for females, while 24% who scored the correct answers of questions 5-10 and it was 2% for females. Another view of point, the researcher notes that only three male teachers score 5 out of 10, while only one female teacher scores 5 out of 10.

4.2.2 After scoring the target teachers' second questionnaire, the results are as follows:

A- Males

The correct answers scores after selecting one correctly spelled word from four multiple choices written on the questionnaire sheet of paper for males are as shown in table 3:

0/1	1/1	2/1	3/1	4/1	5/1	6/1	7/1	8/1	9/1	10/1	total
0	0	0	0	0	0	0	0	0	0	0	1
1	1	3	4	4	9	-	1		2		25

B-Females

The correct answers scores after selecting one correctly spelled word from four multiple choices written on the questionnaire sheet of paper for females are as shown in table 4:

0/10	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10	total
-	1	2	1	5	9	4	2	1	-	-	25

The researcher has noticed that 36% males have scored answers to question 1- 4 while 64% of the teachers have scored answers to questions 5-10, this high average of scoring more correct answers for the target females leads to the fact that, when the researcher has helped them to view them the spelling of each word, they were able to remember or recognize the form of the correct word. For males, the researcher has noticed that 50% of them have scored the correct answers of questions 1- 4, and 50% of them have scored the correct answers to questions 5-10.

4.3 Discussion

While interviewing the teachers for giving them the questionnaire paper, the researcher discusses the aim of the study and what is meant by the predictive mode of writing in smartphones. Those who don't use the predictive mode of writing are not targeted here in this study and in the future, the researcher can make a comparative study between those who use the predictive mode of writing and those who don't and what impact the use of it embodies. All the teachers are similar in these features; first all have five years and more of experience in teaching English as a second language in preparatory schools and this means that all of them have taught English language using book 4,5 and 6 for preparatory classes , next all teachers except 3 have used the predictive mode of writing in their smartphones except 1 female and 2 males who have said they find it helpful but they don't like using the predictive mode in their smartphones and finally all of them use both English and Arabic languages in chatting or writing regardless the purpose behind that writing. After analyzing the ratios of the scored correct answers for both males and females, the researcher has found out that teachers who depend more on the predictive mode are greatly influenced by that technology when the ratio of the correct answers has increased after giving them the second questionnaire which contains multiple choices of wrong spelled words and one correct spelled choice, this means that they can rightly guess the shape or the form of the word more when seeing the word more than when depending on their own memory to write them correctly. The following table number 5 shows the increase in the ratio between the first and the second questionnaires:

Gender	Questionnaire	1-4 scores	5-10 scores	Total
Males	First Q.	76%	24%	25
Females		92%	8%	25
Males	Second Q.	50%	50%	25
Females		36%	64%	25

Table number 5 shows that males who score 1-4 are 76% in the first questionnaire while this ratio has decreased by the help of multiple choices into 50%. But the ratio for those males who score 5-10 using their own memory has changed from 24% into 50% this means that the level of the correct scores has moved higher to the second part of the high score answers (5-10) and the percentage difference is 26% of the teachers were able to recognize the form of the correctly spelled words by the help of multiple choices, on the other hand, the level of those who scored (1-5)has decreased since they were able to distinguish the spelling of the word by the sight of four multiple choices from 76%- 50% and the percentage difference is 26%. This leads to the fact that the collecting of data as well as analyzing them was totally correct when 26% is the same ratio of those who have changed their minds and were able to select the correctly spelled word with the help of multiple choices.

Females on the other hand who, the researcher has found out that 92% who were unable to score more than 5 have changed their minds into 36% with the help of multiple choices. So the percentage difference is 56% which is regarded as the ratio of those who are affected by the predictive mode of writing. While 8% of female teachers scored (5-10) in the first questionnaire, 64% of them have scored (5-10) in the second questionnaire or with the help of multiple choices. It is the same percentage difference 56% of females are highly affected by the predictive mode of writing.

The researcher has noticed that the three teachers who didn't switch on the predictive mode of writing although they found it useful have scored respectively 8, 9 and 9 out of 10. this means that they had depended more on their memory than the help of the smartphones predictive mode of writing.

Finally, it is obvious that 26% of males are affected by smartphones predictive mode usage and 56% of females are affected by the use of the predictive mode of writing. unexpected origin story may offer some surprising insights into its future (Mullaney)

Conclusion

The researcher has come up to the assumption that there is effect for the use of smartphones technology in the part of the users of English language as a second language and this may lead in the future to what is called "character amnesia", (Veronique, 2016). Smartphones predictive writing mode is useful but it is somehow decreasing the level of getting more and more vocabulary when teaching or writing English (ESL/EFL).

The researcher suggested if the mobile phones could add a question when buying a new cellphone and while choosing two languages for writing in the keyboard like:

- Do you use English as a second language?
- Is the English language your mother tongue language?

If the customer will select "yes" for the first question, the setting of the smartphone could switch off the use of the predictive mode obligatory for only the second language, while if the customer will select "no" for the second question again the

setting of the smartphone could switch off the use of the predictive mode of writing for only the second language.

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A Sample of the First Questionnaire

The effect of the predictive mode is smartphones on the writing of English Language Users as a Second language: Preparatory School Teachers In AL Dewaniyah Province as a Sample

By: Asst. Lecturer Sabaah Abd Alhassan Sabit

Please answer the following questions:

1- How long have you been teaching English Language as a second language?

5-10

11-15

16- more

2- Do you have a smartphone?

Yes

No

3- Do you use English language in chatting?

Yes

No

4- Do you use predictive mode in writing chatting when you use English language?

Yes

No

5- Do you find it beneficent?

Yes

No

others please mention it.

Now Listen to these words and try to write them correctly

Note that each word will be repeated three times:

Listen and Write

1-

2-

3-

4-

5-

6-

7-

8-

9-

10 -

A Sample of the Second Questionnaire

Now as if your smart phone predictive mode is switched on what would you choose?

- 1-(a- adolescent b- adulescent
 c- adoloscant d- adolescent)
- 2-(a- dispairingly b- dispparingly
 c- despairingly d- desbairingly)
- 3-(a- luggages b-lagaggess
 c- luggeges d- laggages)
- 4-(a- sovinair b- souvire
 c- souvier d-souvenir)
- 5-(a-archetecture b- arctechtuer
 c- architecture d- architectuer)
- 6-(a- allergies b- elergies
 c- alerjies d- alergies)
- 7-(a- secretariate b- secretariat
 c- secritarit d- secrateriate)
- 8-(a-jewelleries b- jewellries
 c- jowelleries d- jewelaries)
- 9-(a- axquisite b- excquisite
 c- exquisite d- excquisite)
- 10-(a- axcesseries b- accessories
 c- axceceries d- acceseries)