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USING MODERN TECHNOLOGY TO DEVELOP ENGLISH WRITING SKILLS IN THE THIRD STAGE OF NARVA BASIC SCHOOLS

Bachelor's thesis

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PREFACE

Bachelor's thesis "Using modern technology to develop English writing skills in the third stage of Narva basic schools". Igor Safajev.

In the present bachelor's thesis, the author studies the role of modern technology in developing English writing skills among the third stage students of three Narva schools. The topic of the given bachelor's thesis has been chosen due to the fact that it unites several aspects of the problem of learning English. The current research involves the study of the problems of developing English writing skills by the third stage students of Narva basic schools, for whom English is a foreign language.

The thesis falls into an Introduction, two core chapters and a Conclusion. The first chapter considers modern approaches in pedagogy to develop English writing skills. Furthermore, modern technology and its impact on writing skills' development is studied. The second chapter presents a research among the third stage students and the English teachers of three Narva basic schools in order to analyze the opinions of the research group regarding the use of modern technology in development of English writing skills. The conclusion summarizes the main points and comments on the research outcomes.

CONTENTS

INTRODUCTION

The main elements of a language are speaking, listening, reading, and writing. Different educational tools are used to develop various language parts. For those students whose mother tongue is not English writing can be an especially complex language element to acquire and develop, due to the fact that students have to learn to perform various writing tasks including writing e-mails or formal letters, as well as generating different ideas in the form of essay or other types of papers. This in turn requires advanced grammar and vocabulary skills. Various modern technological tools are available to help students develop their English writing skills. Computers and the Internet are two of the most popular tools to help the students learning English practice their writing skills via the Internet by the use of e-mails and text-chatting. (Basheer Nomass 2013: 112-114)

According to Green (2005), the process of developing of writing skills can be especially frustrating in case students are tasked to write paragraphs that are unknown to them, however, the use of computers, namely digital technology and graphics, can improve the process of writing (Green 2005: 57). Other authors also outline the difficulty of developing English writing skills among the users who learn English as their second language (Al Fadda 2012: 123, Jiménez et al 2013: 1, Younes & Albalawi 2015: 8).

According to the Estonian professional occupational qualification standards of Teacher (Degree 6), modern teaching process involves frequent use of information and communication technology, which is employed in the organization of the teaching process (*Õpetaja tase 6*: 4). Therefore, the study of the use of modern technology in development of writing skills (as well as other language elements) can not only be academically interesting in terms of further research, but also have importance as a reference basis for future practicing teachers or contemporary teaching staff.

The research presented in the present bachelor's thesis is relevant due to the fact that the problem of the use of modern technology in development of English writing skills is quite narrow. While the subject of English language teaching and development is widely studied in the academic world, little previous bachelor-based studies dedicated to the analysis of the role of modern technology in developing English writing skills among the third stage students in Estonia have been conducted. Previous master's and doctorate studies dedicated to the problem of teaching English as a foreign language and development of English writing skills include the dissertation by Rummel (2010), and the master's theses by Suigusaar (2012) and Parbus (2013). Rummel (2010) dissertation, while unrelated to development of English writing skills among the basic school pupils, consisted of research into the role of discourse-oriented teaching of

English academic writing in enhancing the quality of English academic writing by Estonian writers. The sample of the doctorate thesis consisted of students and the experts of English language tests (Rummel 2010: 5, 77). Within the master's thesis, Suigusaar (2012) studied the problem of development of English writing skills by the means of English workbooks, used in the process of teaching English in Estonia. The author analyzed different writing tasks in the chosen student workbooks, yet the study did not touch upon the problem of using modern technology in development of English writing skills (Suigusaar 2012: 2). The master's thesis by Parbus (2013) consisted of the research among the 74 English teachers of the first school stage on the problem of teaching English using the oral preliminary course (Parbus 2013: 2). Having examined some of the previous studies regarding the development of English language skills, the author may conclude that the research problem of using modern technology to develop English writing skills among the third stage pupils is a field of study, which does not have much of the previous academic attention in Estonia and thus requires development as a research.

The problem of research of the current bachelor's thesis is the impact of modern technology on developing English writing skills among the third stage students of Narva basic schools. According to Shyamlee and Phil (2012), the use of technology in English language teaching and learning can have a number of benefits for the pupils, including flexibility in the teaching process, improved interaction between the teacher and the students, access to information during the course of learning and other positive moments of learning and teaching English. At the same time, authors outline the possible negative impact of the use of modern technology in developing English language, including low speaking communication among the students, restricted thinking potential, cognition problems and other aspects of the negative side of the use of modern technology in the teaching and learning processes (Shyamlee & Phil 2012: 154). However, it is widely acknowledged that modern technology is integrated in contemporary teaching and learning processes. Since the problem of the use of modern technology and its role in the development of English writing skills among the third stage pupils of Estonian basic schools is insufficiently studied, current research may possibly reveal positive and negative effects of modern technology on basic school pupils' progress in acquiring English writing skills.

The objective of the current bachelor's thesis is to conduct a qualitative research among the third stage students and English teachers of three Narva basic schools on the problem of using modern technology to develop English writing skills to find out whether and how technological tools and applications are used by teachers and students to develop writing skills. In order to fulfil the research objective, the following tasks of research are outlined:

1. study the pedagogical aspects of developing English writing skills among the non-native speaker student group;
2. study the problems of using modern technology in development of English writing skills;
3. conduct an in-depth interview with English teachers of Narva basic schools on the topic of using modern technology in developing English writing skills;
4. conduct an online questionnaire among the third stage pupils of Narva basic schools on their learning experience of using modern technology in developing English writing skills.

To conduct the research, both qualitative and quantitative research methods are employed. The theoretical part of the thesis is based on the literature review. The literature review is a qualitative research method used in the study of theoretical material collected for the thesis. Robinson and Reed (1998) defined literature review as a "systematic search of published work to find out what is already known about the intended research topic" (Robinson, Reed, 1998: 58). Literature research was conducted by the means of academic databases, including *EBSCOHost* (*ERIC*, *Academy Search Complete*). Other sources of materials include *DSpace Repository* of the University of Tartu and the online catalogue *ESTER*. The literature review of the given bachelor's thesis consists of the scientific articles in the field of psychology, pedagogy and language skills development, official documents and the normative acts on the teaching practice in Estonia, and the books dedicated to the problem of teaching and acquiring language skills among non-native speakers. The article by Basheer Nomass (2013) in the *English Language and Literature Studies* covers the case study of using technology by the students during the English learning process. Additionally, Green (2005) studies the role of technology in development of English language skills, including writing and other language elements. The books by Harmer (2001), Jozsef (2001), Scrivener (2005) and other authors cover wide range of problems associated with language development, including writing and the use of technological means in development of writing skills.

The empirical part of the thesis focuses on an in-depth interview and the online questionnaire conducted among the third stage pupils and English teachers of three Narva basic schools. Secondly, the online questionnaire is used to get pupil's perspective on the use of modern technology in their learning process of acquiring English writing skills.

The bachelor's thesis consists of two chapters. In the first part, the literature review on the problem of English writing skills development among EFL users and the use of modern technology in development of English writing skills is conducted (see ch. 1). In the second part,

the author defines employed research methods and gives an overview of research and the process of sampling. Interview and questionnaire analyses and discussion of results are provided at the end of the second chapter (see ch. 2).

The author proposes the following hypothesis of the bachelor's thesis: *While overall Estonia's educational system is becoming more integrated into the use of modern technology, EFL teachers of basic schools of Narva, tend to insufficiently use modern technological approaches, such as blogging, conducting online exercises and using the Internet, to develop English writing skills. At the same time, most students of Narva basic schools are familiar with the Internet and actively use modern technology in their study process.*

1 LITERATURE REVIEW ON THE ROLE OF MODERN TECHNOLOGY IN THE DEVELOPMENT OF ENGLISH WRITING SKILLS

The current chapter studies the literature on the theoretical and pedagogical concepts of development of English writing skills and the role of modern technology in developing writing skills. At first, the pedagogical concept of development of English writing skills are studied (see ch 1.1). Types of modern technology and its role in the development of English writing skills in Estonian basic school setting is addressed in the second part of the theoretical chapter (see ch. 1.2).

Before the literature review, the author studies definitions of modern technology in learning environment, English writing skills, the terms of third stage of study and basic school, according to their definitions in Estonian educational legislation and other terminology, related to the thesis' topic. The study of the definitions is important as it allows outlining and understanding the primary concepts on which the given paper is focused, and which may be foreign to the reader. Defining the concept also plays a crucial role in the literature review, since the composition of the understanding of important meanings allows the author to build his theoretical study on particular rather than abstract research categories (Wacker 1998: 363).

Modern technology in learning environment represents the use of new technological approaches, such as digital materials (CD's, video and audio materials, digital presentations et cetera) and the Internet in combination with, but not a substitute to, classic teaching and learning processes (Walters & Lydiatt 2003: 2-3). Stošić (2015) defines educational technology as a systematic and organized process of applying modern technology to improve the quality of education (Stošić 2015: 111). Modern technology in learning environment is also defined as information and communication technology (ICT) (Pim 2013: 17), which may include many technological solutions to practice foreign language, including web-based resources (Internet-blogs, different web-based applications, which facilitate language development, video conferencing, computer-based presentations, projectors, video and audio players and more (Motteram 2013: 8-11)). A Basheer Nomass (2013) suggest using computer technology to develop writing skills among non-native speaker student group, as it allows the students to use word processing programs to improve grammar, writing e-mails to improve writing skills and learn to use formal statements, and the Internet-based text-chatting to learn to write and express one's thoughts (Basheer Nomass 2013: 114). Many web-based services are used to enhance the experience of learning English language. For instance, WriteOnline is a web-based tool, which allows the students to practice their English writing skills as well as improve vocabulary by offering the pupils different word processing features, including mind mapping, word

prediction, wordbars, speech support and more (WriteOnline 2013). The use of modern technology and the technological approaches in learning process is unequal and varies among the counties (Pim 2013: 17). In Estonia, the use of modern technology in the learning environment is organized in accordance with the standards of the nonprofit organization, the International Society for Technology in Education (ISTE) (ISTE 2007, ISTE 2008, Õpetaja tase 6: 4).

English writing skills are skills of writing, which is one of the four language parts, in case of the current bachelor's thesis, English language (Basheer Nomas 2013: 111). Different local and international methods are used to measure English writing skills among the students, such as language proficiency tests, where TOEFL is one of the international examples (Phillips 2015: 13). Different pedagogical approaches to teaching of writing are also available, including product/text-oriented, process/cognitive-oriented and reader/genre oriented (Yi 2009: 53, 55).

Learning English as a foreign language represents the concept of learning of English among the non-English speaker group in the countries, where population is not culturally acquiring English as its first language (Pim 2013: 20). In the literature, the terms English as a second foreign language (EFL) or English as a second language (ESL) typically applies to non-native English users (Al Fadda 2012: 123, Younes & Albalawi 2015: 7).

Third stage of study in Estonian basic educational system – in accordance with the current Basic Schools and Upper Secondary Schools Act of Estonia, the basic school education is divided into three stages (Est. *kooliaste*). First stage of basic school refers to grades of $1 - 3$; second stage refers to grades of $4 - 6$; and the third stage of basic school education refers to grades $7 - 9$ (Basic Schools … 2010, § 2, 1). Within the current bachelor's thesis, the questionnaire on the use of modern technology is conducted among the third stage pupils of Narva basic schools (grades 7-9).

Basic school in Estonian educational system – in accordance with the current Basic Schools and Upper Secondary Schools Act, the basic school (Est. *põhikool*) refers to "a general education school that provides the opportunity to acquire basic education and fulfil the duty to attend school". General education requires 9 years to fulfil the basic school curriculum in Estonia (Basic Schools … 2010, § 2, 1).

After learning the above definitions, the author focuses on these particular meanings throughout the bachelor's thesis.

1.1 Problems of development of English writing skills among non-native speaker student group

English language is reported to be one of the most commonly studied second languages around the world (Pim 2013: 17). There may be several primary reasons for the international community to develop language, which is used globally, among which, Mohammad and Hazarika (2016) outline academic and economic reasons (Mohammad & Hazarika 2016: 105). Crystal (2003) states that among main motivations for different cultures to find a *lingua franca* (*it.* common language) (Abdullah & Chaudhary 2012: 128) is historically a cultural and diplomatic communication between various communities (Crystal 2003: 11). According to different scholars, the global use of English is spread throughout the world, where majority of English speakers are bilingual and are not native English speakers, therefore cultures, which share English as their primary linguistic background do not constitute the majority of English users worldwide (Majanen 2008: 4, Ur 2009: 1, Abdullah & Chaundhary 2012: 128). One of the problems regarding teaching a language to the non-native users of English is the choice of a 'right' model as, according to Ur (2009), not all models of teaching English can be suitable for non-native speakers, who use English as their second language (Ur 2009: 2). At the same time, effective international communication or work practice requires high levels of language proficiency, which includes both speaking and writing, as these two language skills can be considered the most difficult out of four skills to acquire for non-native English learners (Tuan & Mai 2015: 8, Younes & Albalawi 2015: 8).

Writing can be an especially burdensome skill to acquire for EFL/ESL practitioners (Barkaoui 2007: 35, Al Fadda 2012: 123, Jiménez et al 2013: 1, Younes & Albalawi 2015: 8). Several reasons may contribute to complexity of acquiring English writing skills for non-native speakers. Ur (2009) outlines the issue of cultural influence of EFL practitioners, where many users of English as a second language may be accustomed to form certain sentence variants, which are considered grammatically incorrect from English linguistic standpoint, while otherwise being widely used among non-native speakers, who belong to concrete culture (Ur 2009: 2). This, in turn, may imply that acquiring English writing skills, in turn, requires the non-native speakers to overcome cultural barriers in order to learn to express English in a textual and grammatically correct way. Al Fadda (2012) describes academic writing as another aspect of development of English writing skill, which includes many grammatical guidelines, such as punctuation rules. Academic writing may also involve studying from outside sources, which requires adaptation to different writing genres and styles. It can be difficult to acquire among non-native speakers due to specific attributes of academic writing, where students can be tasked

to write from expert standpoint and are required to know academic rules to create specific written tasks, such as essays or formal letters, which many EFL students may not be familiar with (Al Fadda 2012: 124-125). What else can make writing difficult especially for EFL practitioners is the fact that it demands careful analysis of what can be written and concentration as opposite to simple production of information, which might be true in case of speaking (Younes & Albalawi 2015: 10). Background and psychological factors may also contribute to the problems of development of English writing skills, including lack of exposure to language, poor background of a learner, interference of mother tongue, lack of motivation or an inappropriate learning environment (Mohammad & Hazarika 2016: 106).

Because of interference of their first language (mother tongue), EFL speakers often face with several issues, while practicing English writing, including problems with punctuation, capitalization spelling, tenses, preposition, language use, phoneme clusters, grammar, language structure and other problems (Mohammad & Hazarika 2016: 106). In order to analyze specific English writing problems made by non-native speakers in their writing practice, several authors conduct test-based studies to statistically reflect specific writing-related problems among the EFL respondents (Al Fadda 2012: 123, Younes & Albalawi 2015: 7, Mohammad & Hazarika 2016: 105). For instance, in the data analysis of student sample, within the research conducted by Mohammad & Hazarika (2016), it was found that many EFL students, while conducting writing tasks, relied on their memory to memorize the paragraphs in order to solve the tasks, rather than employed specific approach to develop writing strategies (Mohammad & Hazarika 2016: 106).

In this chapter, common problems of development of English writing skills among users of English as a second foreign language and the means to analyze writing problems were studied. English is a contemporary *lingua franca* or common language, which suggests that most English speakers are bilingual and use English as their second language. At the same time, it is evident that many EFL users face the problems of learning English, including problems in writing, due to many cultural and psychological reasons (mother tongue interference, lack of proper learning environment, lack of motivation et cetera). While EFL students are different and may require individual approaches to language learning, based on their intelligence, motivation, language aptitudes and other factors (Madrid et al 2001: 324), effective learning models must be studied to understand the ways to improve the process of learning English and developing English writing skills among these students. Further, the author studies the pedagogical concept of development of English writing skills among EFL/ESL speakers.

1.1.1 The concept of development of English writing skills in modern pedagogy

As cited above, writing is one of the most difficult language skills for EFL students to acquire (Barkaoui 2007: 35, Al Fadda 2012: 123, Jiménez et al 2013: 1, Younes & Albalawi 2015: 8). Bae and Bachman (2010) define writing as 'written texts' and the acts of thinking, composing and encoding language into written texts (Bae & Bachman 2010: 214). Younes and Albalawi (2015) view the process of writing as generative, exploratory and non-linear, which involves "the sub-processes of planning, collecting data, drafting, revising, rewriting and editing" (Younes & Albalawi 2015: 10). Ur (1996) outlines several key differences between written and spoken discourses. Written text is permanent and fixed, explicit, dense, detached, organized. It is also slower in production than spoken text, and general standard language typically applies to written texts. Finally, unlike the first spoken language, which everyone learns intuitively during development phases, writing skill is usually taught (Ur 1996: 159 - 161). Not only for the EFL students learning writing can be complex, but also many English teachers may find teaching writing in English as a second language challenging, according to Barkaoui (2007: 35).

Elftorp (2007) discusses that development of English writing skills from pedagogical perspective (in the process of teaching English to non-native speakers) is viewed as a process of learning, which is divided into methods, feedback and evaluation. After certain methods of teaching English writing (or other language skills, for that matter) were chosen by the teacher (see ch 1.1.2 for the study of pedagogical approaches to development of English writing skills) and fulfilled by the students, the teacher evaluates writing performance and gives feedback to the students, in order to correct their mistakes (Elftorp 2007: 2). Evaluation is important in teaching a second language (as well as other subjects and skills), since it allows the students to improve their learning outcome and, at the same time, allows the teacher to improve the teaching process (Elftorp 2007: 13). Wright (2008) outlines that in order to evaluate learning outcomes of the students, a teacher must set a clear and challenging objective of his/her lesson (2008: 82), and, once the students submit their writing tasks, answer three key questions: "What were they meant to learn?", "Did they learn it?", and "How do I know?" (2008: 118). After the students finish their tasks, it is of upmost importance to correct the mistakes by giving feedback to the students. Correcting writing-based tasks may require vast amount of time resources, where different methods can be employed to save teacher's time, including a method, where pupils are tasked to correct each other's mistakes (Elftorp 2007: 11-12). The content of a written task is, according to Ur (1996), arguably the most important part of submitted writing, i.e. what ideas or events do students write about in their texts. Other aspects of written assignments

include organization and presentation of a written task, which reflect how easy it is to follow one's text, and language forms i.e. how students follow the standards of grammar, vocabulary, spelling, and punctuation in their written tasks. In the process of correction of written tasks, teachers may pay additional attention to the content of the text, as unlike language and grammar mistakes, which can be quickly diagnosed and corrected, content and organization of a text is harder to evaluate (Ur 1996: 170). The choice of a task is also important in assessment of writing skills. According to Bae and Bachman (2010), in case students are given different writing tasks to fulfil, these tasks should differ from one another (for instance, essay task may be combined with formal letter), yet remain consistent across writing tasks (Bae & Bachman 2010: 217).

From theoretical view, several constructs that constitute writing ability are analyzed to access writing performance, including accuracy, writing fluency, lexical and grammatical complexity. Other aspects of writing ability may involve length of an essay, grammatical structures, lexical features and lexical specificity. However, there remains a problem of the lack of a model of writing performance to develop English writing skills among EFL students, which would include abovementioned writing components. Model of writing ability may include theoretical definitions of English writing ability and its components as well as its empirical verification, such as assessment of linguistic knowledge, speed of its processing and metacognitive knowledge. (Bae & Bachman 2010: 214)

To conclude this part, different aspects of teaching English writing skills to EFL learners may be employed in the teaching process, however, the ability to properly evaluate writing performance of students consists of several constructs. Writing components, such as writing accuracy, fluency, grammatical complexity and the content of a text each demand separate evaluation as distinct writing features. This requires proper approaches to teaching and assessing of writing skills. Methods of evaluation may vary, based on various factors, including focus of teaching and particular students' skills, however, key components of language must be noted and accessed to reflect students' writing performance. Further, the author studies theoretical approaches and practical methods to develop English writing skills (see chapters 1.1.2, 1.1.3).

1.1.2 Theoretical approaches to teaching English writing skills to EFL students

According to Barkaoui (2007), modern pedagogy focuses on different theoretical perspectives of teaching writing to second-language learners, including text-focused orientation, sociocultural orientation and process-focused orientation. Text-focused research studies writing skill development of the EFL users in accordance with the features of the text

that learners produce. According to the text-oriented approach, in order to develop English writing skills, EFL writers need to learn lexicon, syntax, orthography, morphology, rhetorical conventions and the discourse of the second language. Text-focused perspective analyzes how learners of English as a second language are able to produce lengthy texts, which includes appropriate metadiscourse features, such as connectives, hedges and exemplifiers, varied vocabulary and syntactic structures. Text-focused approach sees the development of writing ability as an ability to produce texts and employ different patterns of text organization, such as description, narrative and argument, as well as incorporate ideas of other writers in one's own writing practice and assignments. (Barkaoui 2007: 35)

Sociocultural perspective aims to view the development of writing ability as the learning of values, practices and genres of target community. According to sociocultural approach to development of English writing skills among the EFL students, writing ability of users of a second language can be considered efficient in case learners can adopt themselves in the new cultural settings. From this perspective, EFL writers should go through the process of socialization, in which the knowledge of foreign values, genres and expectations are acquired. This approach demands that learners understand the values of target communities and why certain writings are conducted in foreign cultures. Adaptation of prevailing norms of a target community is thus an important part of sociocultural approach to learning a second language. From writing perspective, this adaptation involves understanding and tailoring of both information and interpersonal aspects of the message, as well as mediating, formulating and negotiating of a text. (Barkaoui 2007: 36)

For the process-oriented approach, the acquisition of writing strategies is a primary aspect of writing development in the process of learning of a second language. These strategies may include both macro and micro approaches to writing. Macro strategies of writing may include planning, drafting and revising of a text, while micro strategies may involve concurrent searches for words and syntax. Additionally, the ability to construct organizational and rhetorical goals while composing a text, ability to manage mental representation to formulate textual representation, ability to distinguish between revision and edition and other aspects are a part of the process-oriented behavior that learners of a second language should acquire. (Barkaoui 2007: 36)

In his book, Jozsef (2001) discusses the development of English writing theories. Contrastive rhetoric, proposed by the applied linguist Robert Kaplan in 1966, was one of the most influential traditions in writing theory. It focuses on prescriptive approaches to the teaching of writing. In the context of learning a second language, comparison and contrast of the text organization was the primary aim of writing pedagogy, while the main technique

practiced in classrooms was imitating paragraphs to practice patterns in the text. In the mid-70's, however, process-oriented approach to analyze the context of writing became dominant in writing pedagogy. This shift could be influenced by the fact that the emphasis was moved from prescription of language tradition towards viewing language as a tool for communication. Process-oriented approach has sparked collaboration between learning participants, student and teacher, as well as among students themselves, in contrast with traditional rhetoric. (Jozsef 2001: 8)

In this subchapter, three general theoretical perspectives on teaching English writing were studied, including text-focused, sociocultural and process-focused orientations. Additionally, the development of modern schools of writing pedagogy, namely the peak of the contrastive rhetoric was briefly examined. The learning process of a second language is 'guided' by the theoretical approach to teaching and learning practice. While teachers may not necessarily apply theoretical perspective on teaching a second language, understanding theoretical background in writing pedagogy nonetheless helps to find explanation of how teaching process is conducted from the very beginning, i.e. what schools of thoughts are behind various techniques applied by the language teachers in EFL classrooms.

1.1.3   Practical methods of teaching English writing skills to non-native speakers

Several teaching methods to develop English writing among EFL students can be used to increase student motivation for writing or achieve other goals. It should be noted, however, that aims of the learning process i.e. what aspect of writing will the students learn during the class, are crucial in selection of appropriate teaching methods. For instance, genre-focused writing in a second language may be based on particular tasks that require students to interpret the text in accordance with writer's purposes and learn to analyze the text based on specific sociocultural norms that EFL learners need to adapt in order to widen their learning process (Hyland 2007: 148-149). In the given thesis, however, the author studies general methods to teaching English as a foreign language without emphasizing particular directions in writing pedagogy. This is due to the fact that the current problem of research is focused on the use of modern technology in development of English writing skills, where writing is studied from a perspective of its general concept, as defined by different authors (Ur 1996: 159 - 161, Bae & Bachman 2010: 214, Younes & Albalawi 2015: 10).

Scrivener (2005) defines teaching method as a methodological approach to the aim of the course, teaching techniques, types of activities, ways of relating with students, and ways of assessing the tasks (Scrivener 2005: 3). Each language skill may require different methods of

teaching. Pedagogical method of 'warming up', which may help the students raise their motivation for performing writing tasks, is based on rewards and teacher's involvement, where teacher explains the students that all of their possible mistakes will be corrected afterwards (Elftorp 2007: 8).

Mind mapping is another method, which is based on producing thoughts on the subject, which may help the students get prepared for the unfamiliar topic by using their imagination. Hedge (2006) defines mind mapping as a teaching strategy to make the students write notes before fulfilling a writing task, which is suitable for language courses of lower intermediate to advanced levels of language proficiency. (Hedge 2006: 56-58)

To help the students of intermediate level think about what aspects of a particular topic may be included in the text, brainstorming can be a valuable strategy, which is the activity, where the teacher and the students discuss particular topic before writing. Therefore, students may get particular ideas before writing, in case they experience difficulties in fulfilling writing assignments, especially with topics that are uncommon or foreign to them. (Hedge 2006: 61)

Scrivener (2005) outlines that students should focus on taking notes after the teacher, which may help them better understand specific tasks (2005: 192). Several types of writing practices, which are often conducted in the teaching and learning processes are copying, doing exercises, guided writing, process writing and unguided writing. Choice of a type of an exercise depends on student's level of language proficiency. For instance, copying exercises involve forming letter shapes in a handwriting book, copying examples from a textbook or taking notes from the board. Exercises with different levels of complexity can be used to develop language skills, yet all of the exercises consist of tightly focused tasks with limited options. Guided writing is aimed to help the students write lengthy texts by using advices, samples or models, which may guide the students in their written task. Process writing is based on a freedom of students to choose their own topics, based on teacher's feedback and encouragement. Unguided writing involves a topic of a free choice yet without any guidance from the teacher (2005: 193).

An important aspect of about the right type of exercise is variation. According to Elftorp (2007), in case the teacher is using the same writing or speaking exercises, students are less likely to learn, due to the fact that language lessons may focus on various knowledge and experience in the process of language learning, all of which may not be covered by a single type of an exercise (Elftorp 2007: 4). Variation of exercises is also useful in evaluating writing performance among EFL students. Since writing ability among EFL students varies, using tests methods to evaluate writing skills may serve as a function to analyze variation in writing performance among the students in the learning group. In the study by Bae and Bachman

(2010), letter- and story-writing were used as common tasks for testing writing skills among the bilingual students of elementary school (Bae & Bachman 2010: 216).

Before the teachers perform practical assessment of a written task, Yi (2009) suggests that the construct of writing ability of the students is specified. The common mistake most teachers may do, according to Yi (2009), is focus on the test-based schemes to assess student performance in writing by scoring means. This approach may not include a needed level of validity, as the teachers do not define writing ability beforehand in accordance with their experience and teacher's ideology on writing i.e. teacher's philosophy on the nature of writing. Instead, to define student's writing ability, five aspects should be considered by the teacher when assessing students' writing ability, including: writer, situation organizer, task, setting and materials. The context of designing practical procedures thus includes teacher's ideology on writing as the teacher is responsible for establishing the learning process. (Yi 2009: 54)

Another way to form the construct of writing ability are pedagogical approaches to teaching of writing, in accordance with characteristics of learners and teaching aims. These approaches may vary and the choice of teaching approaches depends on various factors, including teacher's own experience, aims of the course, teacher's ideology on writing et cetera (Yi 2009: 54-56). Three general approaches to teaching of writing were studied earlier, including text-focused, sociocultural and process-focused approaches (Barkaoui 2007: 35-36). Other available approaches to teaching of writing are academic-purposed writing approach, interactive approach, communicative approach and other (Yi 2009: 56). Academic writing, as studied earlier (see ch. 1.1) can be especially difficult for EFL students to acquire and the academic-purposed writing approach may demand additional teacher and student efforts to develop skills to write in academic English (Al Fadda 2012: 123).

Harmer (2001) notes that handwritten text, compared to speaking, contains issues with text formatting, which occurs during handwriting, spelling problems, punctuations and layout. Harmer (2001) notes that or those EFL students, whose native language is substantially different in orthography from English, may experience difficulties in producing English written texts. In this case, students are often taught writing by performing tasks where students form individual letters (Harmer 2001: 255). According to Lee (2004) no significant differences between handwriting and computer-based writing were found previous studies that given author cited, however, poor handwriting may be subject to lower reliability and decreased marks during the writing tests (Lee 2004: 7). Thus, computer-based typing may be of use to those EFL students who struggle with English handwriting, as in this case students do not have to manually form letters, but instead generate symbols, while all other requirements to writing, including text

composition, punctuation, orthography et cetera are as present in computer-generated writing as they are present in paper-based written tasks.

Other suggestions to improve writing found during the literature review are included in Fenton's (2003) different writing style guidelines to improve one's content of academic writing, such as using active rather than passive style, punctuation rules, sentence structure and other instructions (Fenton 2003: 3-5). The author does not include precise study of these guidelines in the current paper, however, given the fact that academic writing may be of particular complication for EFL learners (Al Fadda 2012: 124-125), the problem of academic writing needs further attention in future studies of teaching writing to EFL students.

As studied in the given sub-chapter, practice of English writing involves different types of tasks and recommendations for teaching writing to EFL students. Handwriting can be of particular problem to the students, whose native language is not English, whereas computer-based typing might improve the process of learning English writing, though additional research would be needed to confirm this hypothesis. Different teaching methods for development of English writing skills are also available in contemporary writing pedagogy, including mind mapping, brainstorming, encouraging students to take notes and other strategies. It is important for the teacher to define students' writing ability before forming teaching strategy and choosing methods to develop writing skills. Further, the author studies the role of modern technology in development of English writing skills (see ch 1.2).

1.2 The role of modern technology in development of English writing skills

According to Mikel and Avery (2011), modern technology started being incorporated in the process of teaching English as a second language as Computer-Assisted Language Learning (CALL) programme from the mid- to late 1990s. Since then, the scholars, whose studies involved the problem of acquisition of a second language, started introducing the idea of employing modern technology in EFL classrooms to enhance teaching and learning processes. For instance, under the influence of researches that aimed to study the effect of modern technology in EFL learning environment, the teachers started encouraging their students to communicate with email pen pals in order to interact with others in English and thus improve their grammar and spelling, as well as raise the cultural knowledge. In the computer-assisted learning environments, students started using various computer-based software, which could have a positive effect on students' learning autonomy. (Mikel & Avery 2011: 10-11)

While not directly related to EFL learning, in the British study by Murphy and Beggs (2003), where the sample consisted of 968 secondary pupils (aged 11-16) and 112 primary

teachers, researchers found that 19% of teachers often used computers for lessons preparation, and 94% teachers agreed that the use of computers make learning fun. (Murphy & Beggs 2003: 80-81)

According to Scrivener (2005) modern technology, such as computers, are now widely used in the teaching and learning processes of English as a second language, however, the way computers are used in classrooms depends on teacher's own computer literacy. It is also noteworthy that teachers should use modern technology in order to exploit them to gain advantages in the teaching process, not solely rely on it and expect it to do the majority of teaching work (Scrivener 2005: 354-355). At the same time, integrating ICT may require changes in teaching strategies that educators employ (Leeuwen & Gabriel 2007: 421).

Walters and Lydiatt (2003) outline that modern technology can improve learning process. For instance, materials acquired via the Internet can help the students in improving their writing, reading and listening in English, while making education process entertaining. Acquiring English and first language dictionaries from the Internet, for instance, can be useful for EFL learners as they can help them learn pronunciations. (Walters & Lydiatt 2003: 2)

Hembrooke and Gay (2003) studied the effects of multitasking in learning environments, where laptops or laptops in combination with other technical opportunism may provide learners and teachers with additional textual, audio and visual content, which would facilitate multitasking in the learning process (Hembrooke and Gay 2003: 2).

In development of English writing skills, word processing feature may be an obvious and one of the most frequently used computer-based tools. It allows copying, pasting, editing, making textual corrections and spell checks, which makes writing easier, facilitates learning and enables improvement of grammar among EFL students (Scrivener 2005: 355, Green 2005: 58).

Regardless of how often modern technology is incorporated in the English (and other) learning process, modern generation of students is different from previous generations and is highly used to modern technology since early childhood, therefore, the need to use modern technology in the EFL learning process arises naturally (Prensky 2001: 1-2, Basheer Nomass 2013: 111). Further, the author studies types of modern technology and ICT in development of English writing skills (see ch. 1.2.1).

1.2.1 Modern technological means used in development of English writing skills

Numerous studies are dedicated to the topic of using modern technology in EFL learning. However, since the given topic is limited to the problem of development of English

writing skills, the literature review is also focused on the technological solutions that play a direct or indirect role in improving students' English writing skills. For instance, the role of some of the devices for pure imaging purposes, such as DVD-based technological solutions, video conferences or the use of Skype are not studied. In turn, word-processing software, e-mail techniques and blogging are the instruments that are often used in the process of development of English writing skills among EFL learners. Additionally, not all of the features and advantages of some technologies that are documented in the literature are included in current literature review, while the study is focused on the direct and indirect effects of modern technology on development of English writing skills. For instance, Jelyani et al (2014) outline that smart-boards may encourage EFL students' participation and motivate them to perform tasks in front of their classmates (Jelyani et al 2014: 21).

Basheer Nomass (2013) lists three technical ways to improve writing of the students that learn English as their second language: using computers, writing e-mails and Internet text chatting. Computers can make learning English writing skills easier because of the graphic-based programs that may enhance writing experience. Grammar may be improved by the use of word-processing software. Writing e-mails can be beneficial as the students learn to reply to incoming messages, while using meaningful language and formal sentences. The Internet text chatting may improve students' development of English writing skills due to its system of quick responses, which allows EFL students communicate with others via the Internet (Basheer Nomass 2013: 114). Hedge (2006) also suggests using e-mails as EFL teaching methods, where students can write each other e-mails, such as greetings, which are later controlled by the teacher (Hedge 2006: 43-44).

Word processing and its impact on writing skills development is well documented (Jarvis 1997: 165, Scrivener 2005: 355, Green 2005: 58). It does, however, have its advantages and disadvantages in comparison with traditional course book writing tasks. Jarvis (1997) lists several advantages and disadvantages of using word-processing as a writing-assisting tool. Within advantages, drafting and editing features are obvious instruments to facilitate writing. Spell and grammar checks as well as neutralization of poor handwriting can be advantageous for EFL writers. Finally, with word processing students are able to improve their grammar and writing outside of classroom for self-practice. Disadvantages of word-processing compared to course book writing exercises include poor computer adaptation of some teachers or classes, where teachers may experience 'technophobia' related to the use of word processing in EFL lessons. Azarfam and Jabbari (2012) define 'technophobia' as the fear of technology, where 'technophobes' may experience negative attitude towards technology and believe technology to be 'irrational' (Azarfam & Jabbari 2012: 452). Another disadvantage over conventional

writing is the risk of losing all of the work, which may occur in case of computer errors. Lack of keyboard skills among some EFL students may be considered disadvantageous compared to conventional writing (Jarvis 1997: 166-168).

EFL learners may experience lack of opportunities to practice English and gain exposure to language outside of the classroom. The Internet may bridge this gap by allowing students practice English outside of their typical learning environment, where class blogging can be particularly useful in such circumstances. Milliner (2015) defines a blog as a regularly updated website, which includes published content, where the author of the blog publishes his or her own thoughts on any topic. Blogging, however, is often seen as personal and not related to EFL teaching (Milliner 2015: 1). At the same time, EFL class-centered blogging has got attention in the literature, where several studies have addressed positive effect of blogging on EFL' development of writing skills (Lin 2015: 446-447). For instance, Milliner (2015) points out that blogging can help EFL students practice reflecting journalism and creative writing. Blogs can also improve students' reflective skills because of the opinions that audience brings in the form of commentary (Milliner 2015: 3).

Availability of smartphones may improve EFL learning process as students can have constant access to class blogging and other e-sources related to EFL learning environment, including access outside of classroom (Milliner 2015: 1). According to Mindog (2016), some smartphone applications, such as *HelloTalk* may provide social networking opportunities to EFL students, which allow them to find language-exchange partners and thus improve their writing ability (Mindog 2016: 9-10). Other benefits of smartphone apps are availability of reading, writing, translation and grammar tasks (Mindog 2016: 4). EFL teachers may also encourage their students to write longer texts instead of short instant messages via their smart-phones (Ahmed 2015: 124).

According to Ahmed (2015), 'old-fashioned' ways to teach writing to EFL students may cause certain level of boredom, whereas using Internet possibilities such as Google Docs, Wiki's, and blogs may improve the process of learning writing in EFL students (Ahmed 2015: 124). Firth and Mesureur (2010) define Google Docs as a "suite of free browser based productivity software offered by Google", which allows online hosting of documents, and includes the software to create them. It also includes a spreadsheet, a word processor, a presentation package and a form designer (Firth & Mesureur 2010: 3).

SMART boards may, at some point, improve EFL learning process, including development of English writing skills. Al-Faki and Khamis (2014) define SMART board or Interactive Whiteboard as a device, which is connected to digital data projector and computer, and allows the users to exploit it in many ways, including using their fingers, electronic pens,

computer mouse or keyboard. One of the features that whiteboards possess is a possibility to store any information that was saved and revisit it for revision, including handwriting, stored documents et cetera (Al-Faki & Khamis 2014: 137, Jelyani et al 2014: 22). While additional research is needed to summarize digital whiteboard's influence on EFL users' writing skills, several studies indicate, that SMART boards may improve reading and writing skills of EFL students, especially in combination with other technologies, for instance, teachers can integrate other multimedia materials, including written texts in the SMART board (Al-Faki & Khamis 2014: 141, Jelyani et al 2014: 22). Gerard and Widener (1997), however, note that SMART boards may have a small issue of lowered quality of writing, where EFL learners may experience problems in recognizing handwritten text on the SMART-board (Gerard & Widener 1997: 5).

Video projectors in EFL classes may as well contribute to the development of writing skills, which, at some point, is similar to the way in which SMART boards work, without additional digital functions, aside from imaging. According to Xiao (2007), a teacher can model a piece of English text, which appears on the projector, which will help the class to follow the process of text composing (Xiao 2007: 29). Harmer (2001) outlines that screen projectors can allow teachers to easily and quickly display texts, grammar tasks, images and other materials (Harmer 2001: 136). Similar benefit is documented in PowerPoint presentations, if combined with screen projectors or SMART boards, where students are able to receive information directly from a teacher, without the latter blocking the view of a board or a screen (Taylor 2011: 44).

Internet is a powerful tool in helping EFL learners and English teachers search for any kind of additional educational information during the classwork (Harmer 2001: 145-146, Walters & Lydiatt 2003: 2). Zhao (2008) indicates that using the Internet in EFL teaching process provides the students with new opportunities of learning a second language, as it gives the users access to all kinds of multimedia data, facilitates intercultural communication and improves writing (Zhao 2008: 18).

When studying the impact of modern technology or the ICT on development of English writing skills in EFL students, conventional teaching techniques studied above (see ch. 1.1.3) and the influence of modern technology on teaching methods must be studied. First, decision to employ modern technology in EFL classes should be made in accordance with the aims of the course, similar to choosing teaching methods and strategies. Additionally, teacher's own computer literacy or how a teacher is used to work with ICT's during the teaching process is a crucial factor in decision making, as some teachers may not be used to modern technology or even experience 'technophobia' (Jarvis 1997: 166-168, Scrivener 2005: 354-355, Azarfam &

Jabbari 2012: 452). According to Leeuwen and Gabriel (2007), ICT integration in EFL classrooms may bring changes in educator's strategies (Leeuwen & Gabriel 2007: 421), therefore, certain ICT integration strategies can be considered before modern technology is used in the teaching process.

Mind mapping is one of the teaching methods, which allows students to write on unfamiliar topics with the help of imagination (Hedge 2006: 56-58). In this case, modern technology such as computer presentations, video projectors and SMART boards may be used for mind mapping purposes. All of these technological solutions allow teachers to produce digital pieces of information (Xiao 2007: 29) to spark students' imagination for mind mapping. Similar strategy can be employed for brainstorming activities, to improve students' understanding of foreign topics (Hedge 2006: 61).

Scrivener (2005) mentioned taking notes after the teacher as an important part of learning. Other writing practices that EFL students often perform are copying, doing exercises, guided writing, process writing and unguided writing (Scrivener 2005: 192-193). Computer technology with word processing tools can greatly improve copying and editing activities, as well as allow both teachers and students flexibly search for the information and educational materials on the Internet (Jarvis 1997: 165, Scrivener 2005: 355, Green 2005: 58, Basheer Nomass 2013: 114).

Variation is an important aspect of choosing the right exercises for improving EFL students' writing (Elftorp 2007: 4). The Internet and computers as well as other devices, such as presentations and SMART boards can widely enhance variation in EFL teaching, provided that the teacher employs effective strategies to integrate modern technology in the process of teaching students that study English as a foreign language.

One of the important issues in discussion of modern technology in development of English writing skills is a quality of handwriting. Harmer (2001) outlined that proper handwriting maybe difficult for EFL students due to differences in languages (Harmer 2001: 255). In this case, as pointed out by Lee (2004), computer writing may substitute handwriting for those, who struggle with it, while no significant differences between handwriting and computer-based writing were found in some of the studies (Lee 2004: 7). At the same time, some Estonian basic school teachers in the study by Luik et al (2012) complained on pupils' poor handwriting because of them being used to typing on the computers instead (Luik et al 2012: 12, 13). Therefore, additional study on the impact of modern technology on primary students' handwriting would be needed to reach empirical conclusions.

To conclude this sub-chapter, the author has studied several types of modern technology or ICT and its use in the process of teaching EFL students English writing skills. Some of the

technological solutions studied can be secondary in development of English writing skills, while other types of modern technology can directly influence students' writing. Computer and word processing software, some smartphone applications and instant-message software and e-mails, as well as blogs can improve students' writing ability (Jarvis 1997: 166-168, Basheer Nomass 2013: 114, Milliner 2015: 1, Ahmed 2015: 124, Mindog 2016: 9-10). At the same time, some of the studied devices, such as presentations, video projectors and SMART boards can indirectly affect development of English writing skills and the overall teaching process. By using screening devices, teachers can allow students to easily take notes, have access to all kinds of textual and visual data and use these possibilities in development of English writing, as well as other language skills. The Internet is by far one of the most usable technological tool that is vastly used by both teachers and EFL students. Primary opportunities that the Internet can improve study process with is the constant access to any kind of information and multimedia data. It can grant students access to blogging, intercultural pen-pal communication, tools such as GoogleDocs and more (Zhao 2008: 18, Basheer Nomass 2013: 114, Milliner 2015: 1, Ahmed 2015: 124). Further, the author studies positive and negative aspects of using modern technology in development of English writing skills (see ch. 1.2.2).

1.2.2 The positive and negative effects of using modern technology in development of English writing skills in EFL students

Many studies address positive or negative outcome of using ICT in EFL learning process (Rahimi & Yadollahi 2011, Isisag 2012, Yunus et al 2013, Viitanen 2014).

According to Shyamlee and Phil (2012), the use of technology in English language teaching and learning can have a number of benefits for the pupils, including flexibility in the teaching process, improved interaction between the teacher and the students, and access to information during the course of learning English. At the same time, authors outline the possible negative impact of the use of modern technology in developing English language, including low speaking communication among the students, restricted thinking potential, cognition problems and other aspects of the negative side of the use of modern technology in the teaching and learning processes. Additionally, authors outline that excessive use of modern technology, namely devices that produce sound and images, may cause decreased reading and writing competence in students, due to the fact that textual words are replaced by images and sounds (Shyamlee & Phil 2012: 154).

Smartphones can play a beneficial role in improving EFL student's grammar and writing, due to possibilities they gives the students in terms of regular access to the Internet and

text-based applications (Milliner 2015: 1, Ahmed 2015: 124, Mindog 2016: 9-10). However, it should be noted, that grammar exercises require focus and attention, as well as teacher's control over fulfilment of exercises (Peterson 2003: 11). In this case, quick and insta-message text chatting may harm the learning of grammar and writing as smartphones can instead facilitate fast message-exchanges between the students rather than focus their attention on particular writing-related challenges.

Previously the author studied indirect benefits of using SMART board for development of writing skills (Al-Faki & Khamis 2014: 141, Jelyani et al 2014: 22). However, Gerard and Widener (1997) outlined that one of the SMART board's side-effects may include a lowered quality of writing, where EFL learners may experience problems in recognizing textual information, which is written on the SMART-board by hand (Gerard & Widener 1997: 5).

While technology can vastly improve learning possibilities, there remains a risk that students will use modern technology outside of study purposes. In the study by Hayta and Yaprak (2013), the survey results showed that a vast majority of EFL students who used computers and the Internet for the purpose of autonomous study of English, exploited it for the reasons other than learning (Hayta & Yaprak 2013: 61). Another study by Khrisat and Mahmoud (2013) indicated, that while majority of surveyed EFL students are regularly using smartphones for entertainment and communication reason, their attitude towards using technology for academic purposes was vastly different. One of the reasons for students not being keen on using smartphones for academic-purposes can be a lack of training for EFL learners to use technology for educational purposes (Khrisat & Mahmoud 2013: 170). Also, Dashtestani (2014) outlined that the one of the possible drawbacks to use laptops in EFL learning environment is the possibility that students will be distracted from learning (Dashtestani 2013: 106).

1.3 The use of modern technology in the process of development of English writing skills in Estonian basic school setting

Using modern technology and the ICT in the teaching process is a part of Estonia's Teacher qualification standards. Previous Teacher occupational qualification standards (Degree 5), which was in force until the end of 2012, contained the list of seven requirements to the use of ICT in the teaching process (Õpetaja V: 4-5). According to the current qualification standard of Teacher (Degree 6), the teacher uses appropriate ICT tools, in accordance with the teaching process. The teacher should be able to use e-environments for teaching and methods of using modern technology in teaching (Õpetaja tase 6: 4). Degree 7 of the teacher's qualification

standard slightly broadens requirements regarding the use of ICT in the process of teaching. It includes keeping up-to-date information on the development of the new modern technology, integrating ICT in the process of teaching, in accordance with the aims of the course, as well as taking into accounts the students with special learning needs, when conducting lessons, where ICT is used (Õpetaja tase 7: 3).

Unlike the studies of using modern technology in the Estonian pre-school education (Vinter 2013), few studies regarding employment of modern technology or ICT in the process of development of English language skills in the basic school settings were conducted in Estonia. According to the 2010 study, among the teachers and pupils of 140 Estonian basic schools, 39% teachers responded that ICT means are used in at least half of the English lessons, while 21% of pupil respondents noted the same (Prei 2010: 29).

In the 2012 study by the Institute of Social Studies of University of Tartu, the researchers came to several conclusions regarding the use of ICT tools in the basic school teaching process. Most teachers regard ICT as additional means to enhance teaching process, not as the primary source of teaching materials or the primary instrument for teaching. Lack of financial support in schools is the main reason why integration of modern technology in basic schools is low. Additionally, teachers that took a part in the survey do not consider ICT as problem-solving and often do not feel that they can depend on modern technology in the teaching process (Luik et al 2012: 2). Several teachers in the survey also noted that students that frequently use modern technology, such as computers, while enjoy the fact that it helps them in learning, which includes formation of student papers, creation of diagrams or other materials, nonetheless have bad handwriting skills, because of getting used to typing instead (Luik et al 2012: 12, 13). This survey result is not correlated with Lee's (2004) literature review, where no significant difference between hand-writing and computer-based typing was found in the previous studies (Lee 2004: 7).

To conclude, primary problems of using and integrating modern technology in Estonian basic schools is the lack of financing and teacher's resistance or personal computer illiteracy. Despite the qualification standards that emphasize the use of ICT in teaching process, many teachers may regard modern technology in teaching as burdensome, incompetent and not allowing to fully enable learning potential.

Several teachers in the survey also noted that students that frequently use modern technology, such as computers, while enjoy the fact that it helps them in learning, which includes formation of student papers, creation of diagrams or other materials, nonetheless have bad handwriting skills, because of getting used to typing instead (Luik et al 2012: 12, 13).

2 USE OF MODERN TECHNOLOGY IN THE DEVELOPMENT OF ENGLISH WRITING SKILLS AMONG THE THIRD STAGE PUPILS OF NARVA BASIC SCHOOLS

In the given bachelor's thesis, the author conducts a qualitative research on the problem of the use of modern technology in the development of English writing skills among the third stage students of three Narva basic schools. To answer the raised hypothesis of the bachelor's thesis, the author interviews three English teachers of Narva basic schools and conducts an online questionnaire among eighty-eight third stage pupils of three Narva basic schools.

The problem of the research is the role of modern technology in developing English writing skills among the third stage students of Narva basic schools. During the literature review, it became evident that there is no common ground among the scholars on the positive and negative effects of modern technology in development writing skills, as the use of modern technology may influence both negative and positive outcome of English learning process (Shyamlee & Phil 2012: 154). At the same time, unlike the Western research-sphere, insufficient research on the employment of modern technological means in development of English writing skills was done in Estonia. Estonian education system, including basic education, is focused on integration of modern technology and ICT in the process of teaching and learning (Õpetaja tase 6 2013: 4), which makes current research necessary in order to understand the scope and the outcome of using modern technology in the process of developing English writing skills. For this reason, the study is focused on the given research problem. To address the problem of research, the author analyzes opinions of practicing English teachers of Narva basic schools and the third stage pupils. In accordance with aforementioned circumstances in Estonian basic education system and research field, the following hypothesis is raised in the thesis and addressed after the research results are analyzed:

While overall Estonia's educational system is becoming more integrated into the use of modern technology, EFL teachers of basic schools of Narva, tend to insufficiently use modern technological approaches, such as blogging, conducting online exercises and using the Internet, to develop English writing skills. At the same time, most students of Narva basic schools are familiar with the Internet and actively use modern technology in their study process.

The objective of the current bachelor's thesis is to conduct a qualitative research among the third stage students and English teachers of three Narva basic schools on the problem of using modern technology to develop English writing skills. To fulfil the goal of research, the literature review and analysis of empirical data were conducted by the author to understand which modern technologies are used to help the basic school pupils develop their English

writing skills in Narva basic schools' setting, as well as related problems of using modern technology in English lessons within Narva basic schools.

In the current chapter the author describes the sample and the process of research (see ch. 2.1), learns definitions of research methods of an in-depth interview and the online questionnaire, and describes each step of research (see ch. 2.1.1 – 2.1.2). Analysis of an-in-depth interview and the online questionnaire is further conducted (see ch. 2.2). Research results and discussion are available at the end of the chapter (see ch. 2.3).

2.1 Methodology and the overview of research

The research of the given bachelor's thesis is qualitative. According to Hancock et al (2007), qualitative research is used to develop explanations of social phenomena and understand the nature of things and the world around us. From research perspective, unlike quantitative research, which relies on the general laws to describe the reality, qualitative research focuses on the reaction and the point of view of a person or a group. It is also used in cases, where numerical data is insufficient to describe certain events, in which case the qualitative description and interpretation may be used to develop new concepts or evaluate certain processes (Hancock et al 2007: 6-7). Brikci (2007) defines qualitative research as a methodology, which may be seen as imprecise, in comparison with quantitative measurement, yet can be more suitable for certain areas of research, where results may not be entirely measured numerically, as in case of healthcare feedbacks, or if the links between multiple levels to explain certain events are analyzed (Vohra 2014: 55). Thus, qualitative research allows a researcher to seek answers to 'what', 'how', or 'why', rather than 'how many' or 'how much' (Brikci 2007: 2).

Within the given research on the use of modern technology in English classes of Narva basic schools, the author has used an in-depth interview and the online questionnaire to collect information from the sample. While the online questionnaire belongs to the quantitative survey methodology (Leeuw et al 2008: 2), qualitative approach to measure pupils' perspective on the use of modern technology in the development of English writing skills, and compare student responses with teachers' interview answers is nonetheless used. For this reason, a qualitative approach of a case study is used.

Vohra (2014) defines case study as a research method, which is used for an in-depth study "of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (Vohra 2014: 55). Case study research method is also defined as a research method, which investigates a contemporary phenomenon within its

occurrence in real life, where multiple sources of evidence may be used (Zainal 2007: 2). Since author studies three cases of Narva basic schools employing modern technology to develop English writing skills among the third stage pupils, the multiple or collective case study is thus a type of a case study, which is used by the author in the context of a given research. Harling et al (2002) define multiple case study as an approach to analyze several cases in a cross-case analysis (analysis across the cases). By describing answers in each case (third stage pupils and English teacher' perspectives), a multiple case study allows the author to thematically analyze each case to create contrasting results (Harling et al 2002: 2). Additionally, Baxter and Jack (2008) state that a multiple case study allows a researcher to explore differences within and between different cases, where the primary objective of a case study research is to replicate findings across the cases. It is, however, important to select the cases carefully so that it will be possible for a researcher to analyze contrasting or similar results between them (Baxter & Jack 2008: 548).

In total, the author studies the cases of three Narva basic schools, from where the third stage students and English teachers were contacted and surveyed. In order to request permission for a research, the author has contacted the representatives of Narva basic schools in mid-September 2016. The administration of each chosen school gave permission to conduct the research. Table 1 describes the cases of chosen Narva basic schools (see Table 1).

Table 1. Description of basic school case studies by language of learning, scope of education and number of respondents in each case

	Case 1	Case 2	Case 3
Primary language of learning process	Russian	Russian	Russian
Upper Secondary option	Available	Available	Available
Number of surveyed English teachers	1	1	1
Total number of teacher respondents			**3**
Number of surveyed pupils	26	32	30
Grades	9	8	7
Total number of pupil respondents			**88**

In total, five (5) English teachers from three Narva basic schools and eighty-eight (88) third stage pupils were surveyed (see Table 1). However, in the course of the interview the author has made a decision not to include the interviews of two teachers and to limit the interview to three (3) teacher respondents. The reason for this decision is due to abstract and for the most part 'out-of-the-topic' answers given by these respondents, which made the information provided by them impractical for the current research. The multiple case study was

conducted on the basis of confidentiality. Wiles et al (2006) define confidentiality in research as maintaining confidentiality of data and ensuring that certain information is not disclosed to other individuals or, in case of a third party access, ensuring that the data remains confidential (Wiles et al 2006: 4). Common definition of confidentiality suggest that it implies "ensuring that information is accessible only to those authorized to have access", however, Hammer and Schneider (2007) expand this definition by adding the concepts of authorization, entitlement, and permission. Authorization refers to specific information that is provided to others, entitlement is ensuring that accessibility to specific information is entitled, and permission implies that the researcher is permitted to use certain information (Hammer & Schneider 2007: 1-2).

Due to the agreement between the author, teacher respondents and the administration of respective Narva basic schools, the author, thus, does not disclose the names of the Narva basic schools and keeps the school titles and teacher names confidential, however, the language of learning process and the option of upper secondary education in each case is available (see Table 1). The language of learning in each of the chosen schools is Russian. For this reason, the interview questions and the questionnaire form were translated into Russian to survey respondents. Appendixes 1 and 2 contain the questions for respondents in both English and Russian (see Appendix 1, Appendix 2). The option of upper secondary education, which, according to the Basic Schools and Upper Secondary Schools Act, is a three year general education following three stages of basic school (Basic Schools … 2010, § 2, 2), is available in all three cases (see Table 1). While only the third stage students of basic schools are surveyed, the contrast between the answers of schools with different scope of public education may be useful within the analysis, for instance, the teachers' opinions on governmental funding regarding the integration of modern technology (see Appendix 2, question 6) might contrast between the cases.

Further, the author studies the research methods of an in-depth interview and the online questionnaire and describes the processes of collecting data and sampling (see ch. 2.1.1 – 2.1.2).

2.1.1 Research methodology of an in-depth interview

An in-depth interviewing is a qualitative research method that is used to conduct intensive interviews with a small number of respondents. In-depth interviews are often unstructured and allow the researcher to acquire a thorough information on the subject (Boyce & Neale 2006: 3, Zhang & Wildemuth 2006: 6). Given research tool was chosen by the author in order to analyze the English teachers' perspective on the use of modern technology in

development of English writing skills among the third stage pupils in the setting of Narva basic schools. Due to the 'open' nature of in-depth questions (Boyce & Neale 2006: 5), an in-depth interview allows the author to conduct broad discussions with English teachers from chosen basic schools in order to outline the problems of using modern technology to develop English writing skills.

The sampling of the English teachers was limited to one factor, which the author focused on during the process of sampling. While contacting the administration of the chosen basic schools, the author outlined that English teachers that will participate in the interviewing should teach English in basic school among the third stage students (grades 7, 8, 9).

After receiving permission to interview the teachers, the author has contacted the respondents and requested the audience. All of the three (100%) respondents gave their permission to participate in the interview. In-depth interview with English teachers took place between September 25 and September 27. On average, each interview took 12 minutes of time, the longest being the interview with Teacher 1 (19 minutes) and the shortest with Teacher 3 (8 minutes) (see Appendix 3). Face-to-face interviewing was used and the answers were recorded using smartphone voice recording application. All of the interview respondents gave their permission for recordings on the terms of confidentiality, therefore, no audio records are attached nor are respondents' names disclosed, as was agreed with the teacher respondents and the administration of respective schools.

Responses of teachers are available in Russian (see Appendix 3). Analysis of in-depth interview data is based on translation of each response and using specific information that was provided by the respondents. According to Piercy (2004), interviews with open-ended questions produce a considerable amount of textual data. This requires that the data must be structured in order to analyze interviews with least amount of time consumed and the maximum of valuable information processed (Piercy 2004: 1-2). To structure the acquired interview data, the author divided the process of analysis in three steps. (1) The recorded data was transcribed by the text editing software; (2) each respondents' answer was highlighted to indicate what is teacher's opinion on the use of modern technology to develop English writing skills; and (3) the textual data was analyzed, where useful information is highlighted for the qualitative content analysis. According to Hsieh and Shannon (2005) the content analysis is a qualitative technique that focuses on the language with attention to the content or contextual meaning of the text (Hsieh & Shannon 2005: 1278). Analysis of an in-depth interview with English teachers is available in 2.2.1 (see ch. 2.2.1).

Appendix 2 contains the list of in-depth interview questions (see Appendix 2). The in-depth interview questions were based on the review of literature. Many studies cited earlier

addressed wide integration of modern technology in EFL learning process as well as problems, associated with the use of ICT to teach EFL learners writing skills (Jarvis 1997: 165, Scrivener 2005: 355, Green 2005: 58, Basheer Nomass 2013, Milliner 2015: 1). The question regarding governmental funding to provide basic schools with modern technology (see Appendix 2, question 6) was influenced by the study by Luik et al (2012), where financing issue was also outlined in the survey (Luik et al 2012: 2). Additionally, the author has included the question regarding teachers' resistance towards using modern technology (see Appendix 2, question 5), as several cited studies have addressed the issue of 'technophobia' towards the use of ICT, or teachers' computer literacy may vary, which may influence the scope of using ICT in classroom (Jarvis 1997: 166-168, Leeuwen & Gabriel 2007: 421, Azarfam & Jabbari 2012: 452).

2.1.2 Research methodology of the online questionnaire

The online questionnaire is a quantitative tool used to collect respondents' perspective in a low-cost and time preserving way. Due to the fact that the survey is done in an online environment, it allows the researcher to ignore large distance to contact the research group (Leeuw et al 2008: 2). Google Forms is an online survey platform, which allows anonymous participation of large research sample within a low-cost survey (Gehringer 2010: 2).

After receiving permission to conduct a survey among the third stage pupils of chosen Narva basic schools, the author contacted the class supervisors (Est. *klassijuhataja*) of grades 7, 8 and 9 from three basic schools (see Table 1) to distribute the link to the Google Forms survey environment to the basic school students. The survey took place at the end of September 2016, with different students uploading their answers in different time, the earliest being September 28 and the latest October 2. In total, 88 students from grades 7, 8, 9 were surveyed, where 26 students belonged to grade 9, 32 pupils learn in grade 8, and 30 pupils in grade 7 (see Table 1). The sampling of the respondents was based on author's request to the staff of chosen Narva basic schools to distribute the web-links to the Google Forms survey to the students of respective grades.

The survey of pupils was anonymous. Whelan (2007) defines anonymity as the lack of possibility of social evaluation due to the absence of identification (Whelan 2007: 4). The students were told about the anonymity of research in the survey form (see Appendix 1). The author does not have access to the names of the pupils, however, the author asked the students to include their grade in the form before submitting.

Analysis of the survey data is done by the means of figures, where respondents' answers are analyzed after the survey results are calculated, using MS Excel software, and the figures are created to outline survey results for each question (see ch. 2.2.2).

Appendix 1 contains the copy of the form of the online questionnaire (see Appendix 1). Survey questions were based on the review of literature. Among the study of the literature, several authors addressed the increasing popularity of modern technology among contemporary generation of EFL students (Prensky 2001: 1-2, Basheer Nomass 2013: 111). Question on the possible role of modern technology to improve English writing skills (see Appendix 1, question 3) was added to confirm the statements made in various studies (Walters & Lydiatt 2003: 2, Scrivener 2005: 355, Green 2005: 58). The possible issue of lowering learning ability and distraction of students, who use modern technology in classrooms (see Apendix 1, question 4), was addressed in several studies (Hayta & Yaprak 2013: 61, Khrisat & Mahmoud 2013: 170), therefore, the students were asked to provide their insight on this matter. Additionally, teacher's readiness to use modern computer was addressed in the survey (see Appendix 1, question 6), given the fact that teacher's computer literacy is an important issue raised in several studies (Scrivener 2005: 354-355, Jarvis 1997: 166-168, Azarfam & Jabbari 2012: 452).

2.2 Analysis of research results

After analyzing interview (see ch. 2.2.1) and questionnaire (see ch. 2.2.2) results, the author discusses research outcomes in the final chapter (see ch. 2.3).

2.2.1 Narva schools' English teachers' experience in the use of modern technology in development of English writing skills in third stage students

Analysis of interview results is based on case studies, where respective case belongs to each teacher respondent. Full transcript of the interview is available in appendix 3 (see Appendix 3). Table 2 shows summarized points on the first question (see Appendix 2, question 1) (see Table 2).

Table 2. Teacher's reflections on the modern technology used in English lessons

Can you name any examples of activities or techniques that involve modern technology used in the development of English writing skills?		
Case 1	Case 2	Case 3
Projector, SMART-boards	Projector, Internet	Presentations

On the first question regarding examples of using modern technology in English lessons of respective cases, teachers mentioned **SMART boards, video projector, the Internet** (cases 1, 2). In case 2, a teacher outlined that she has no SMART boards in her possession, yet is using

34

projector and the Internet. In case 3, teacher is using multimedia presentations and the slides (see Table 2).

Table 3 contains summarized points on the second interview question (see Appendix 2, question 2) (see Table 3).

Table 3. Teacher's opinions regarding the role of technology in development of English writing skills

Can a software (for example, applications or Internet-based environment that generate writing tasks that students have to fill and which can automatically control student's input text) help in development of English writing skills in comparison with formal tasks written on the paper?		
Case 1	Case 2	Case 3
Modern technology can be of help the teacher. **Used:** Google Forms, Web-based word programs for entertaining and educational purposes, video projector.	Word-processing lowers ability of students to express themselves in written form. Out-of-classroom opportunities, such as Facebook groups, may allow the students to practice their English writing skills in informal settings.	Modern technology can help in development of English writing skills.

On the second question about the possibility of modern technology, particularly the Internet and web-based writing tasks, to help the EFL students develop English writing skills, the teachers expressed mixed opinions. Case 1 agreed that modern technology can help teachers enhance the process of teaching English. **Particularly, Google Forms was mentioned as an environment, where students can be prepared for guided written tasks or dictation-based writing tasks. Entertainment web-based applications that generate games based on chosen words, as well as video projects could also help the teacher prepare interesting tasks**. In case 2, however, a teacher stated that she **dislikes word-processing programs that correct students' texts, as in this case students do not develop writing skills and ability to express themselves in written form.** At the same time, teacher **uses Facebook groups for the students to discuss the tasks or videos analyzed during the class, which, according to the teacher, allows them to develop writing skills in informal environment (outside of classroom)**. Case 3 did not elaborate her answer, but stated that modern technology may help the EFL learners develop writing skills (see Table 3).

Table 4 shows summarized points on the third question (see Appendix 2, question 3) (see Table 4).

Table 4. Teacher's reflections on the problems faced when teaching EFL pupils writing skills

What common problems do you face when teaching basic school students English writing skills?		
Case 1	Case 2	Case 3
In younger pupils: 1. inattentiveness; 2. lack of help in English outside of classroom. **In older pupils:** 1. students tend to compare sentence structure of English writing with Russian structure; 2. students have problems with 'excess' English grammatical particles that are present in English language, but absent in Russian.	Main issue is **sentence structure**, which is vastly different from Russian.	When performing tasks related to **creative writing**, students experience **grammar problems** and may fail to correctly use vocabulary learned during the lessons, in the context of written assignments.

In the third question, regarding the common problems, associated with teaching EFL students writing, case 1 outlined that **inattentiveness and the lack of learning opportunities outside of the classroom** are the most common problem in younger students, while older students may **experience difficulties with sentence structure and grammatical particles in English**. Russian EFL learners may often wrongly compare Russian writing structure with English, which leads to mistakes in their written assignments. Case 2 also outlined se**ntence structure as one of the most common problems in EFL learners' writing practic**e. Case 3 stated **that creative writing is one of the most problematic issues** in EFL writing among third stage pupils, as students experience grammar problems and may fail to correctly use learned during the class vocabulary in the context of written assignments (see Table 3).

Table 5 shows summarized points on the fourth question (see Appendix 2, question 4) (see Table 5).

Table 5. Teacher's reflections on the means to integrate modern technology in the English teaching process

What does the integration of modern technology in the English teaching process of Narva and overall Estonian schools require?		
Case 1	Case 2	Case 3
School requires funding. Teachers require training, such as courses to employ modern technology in the teaching process.	**Teacher courses are necessary** to help the teacher integrate modern technology in his/her teaching practice. University of Tartu provides high-quality free courses for the teachers to get practical skills for using modern technology.	**Teachers require special training. Schools need technological equipment** to provide the teachers with modern technology.

On the forth questions **all cases outlined that both funding and course training are important for the teachers**. Teachers from cases 1 and 2 also shared their experience that they

have already passed the courses to help them employ modern technology in their teaching practice (see Table 5, Appendix 3, question 4).

Table 6 shows summarized points on the fifth question (see Appendix 2, question 5) (see Table 6).

Table 6. Teacher's reflections on teachers' resistance to the use of ICT

Do English teachers resist using modern technology in the process of teaching English?		
Case 1	Case 2	Case 3
Age is the main factor, where teachers over fifty may resist filling the e-school (est. *e-kool* – Estonian school e-environment), while younger teachers all support the idea of using modern technology.	**Elder teachers may lack flexibility** in this case, while younger educators usually support the idea of using modern technology.	I believe so, yes.

Most cases agreed that there is a possibility of teacher's resistance to the use of modern technology, however, cases 1 and 2 outlined that this **problem occurs mainly among the teachers of older age**, while younger educators usually welcome the idea of using modern technology (see Table 6).

Table 7 shows summarized points on the sixth question (see Appendix 2, question 6) (see Table 7).

Table 7. Teacher's reflections on governmental support of basic schools in regards to equipping the schools with modern technologies

Does the government finance the use of modern technology in the teaching process of basic schools?		
Case 1	Case 2	Case 3
Classes (*est.* klassid) are on the waiting list to receive projectors, however there are no governmental projects to distribute laptops to the pupils.	Governmental spends funds to educate the teachers to use ICT, but in terms of modern technology, governmental support is very weak. While projectors are somewhat available, almost no one has the SMART board.	Very little support.

Cases gave their insight on governmental support of basic schools in terms of equipping the classes with ICT. All of the cases shared that overall governmental financing of basic schools is low. Case 1 mentioned that the school is on the waiting list to receive projectors for the classes, while case 2 said that while projectors are somewhat available, almost nobody gets SMART boards. **Overall, governmental ICT support for basic schools is weak** (see Table 7).

Table 8 shows summarized points on the seventh question (see Appendix 2, question 7) (see Table 8).

Table 8. Teacher's reflections on pupils exploiting modern technology outside of learning purposes

Can students exploit modern technology during the classwork outside of learning purposes?		
Case 1	Case 2	Case 3
The teaching process depends on the teacher, i.e. how the 45-minute lesson program is fulfilled. Usually pupils do not have enough time to do anything else during the classwork. Homework assignments and their quality solely depends on pupils themselves.	Teacher controls the teaching process. In case a teacher is able to direct pupils in the 'right' direction then there should be no problems with exploiting modern technology outside of learning purposes.	I believe that some problems with learners' use of modern technology may occur, but only during the starting phase of using modern technology in classes.

Cases 1 and 2 shared similar views on the problem of using modern technology by the pupils outside of the learning purposes. For these teachers, **the quality of the teaching process and fulfilment of the lesson tasks depends on the teacher**. Case 3 outlined that problems may occur, however, she believed that these type of issues **may be temporary and occur only during the starting phase of integration of modern technology in the classwork** (see Table 8).

Table 9 shows summarized points on the eighth question (see Appendix 2, question 8) (see Table 9).

Table 9. Teacher's reflections on the means to solve common problems of introducing modern technology to English classes of basic school

How is it possible to solve the common problems associated with introduction of modern technology to the process of teaching English, such as teacher's resistance and abuse of technology by pupils?		
Case 1	Case 2	Case 3
All of the problems can be solved in case the classes are provided with all technological means possible.	Regarding the teacher's the role of the administration is crucial. Teachers that have passed ICT courses should share their experience with colleagues. Regarding the pupils, then the teacher is responsible to build his or her learning program in a way that pupils would not have any free time during the 45-minute lesson.	I believe that a special e-learning environment should be created. It should be designed in a way where students will not be able to use modern technology inappropriately. Teachers should be taught to effectively use this environment, while the free ICT courses would also help to solve this problem.

For case 1, problems of introduction of modern technology in the process of teaching English can be lowered **in cases classes are equipped with proper technological solutions**. Case 2 stated that in case of teacher's resistance, **school administration should encourage the teachers to take the ICT courses**. In case of pupils exploiting teaching process outside of learning purposes then, according to the teacher, **the teacher is responsible to structure his/her lesson time in a way, which would remove the possibility for the pupils to do**

anything else within the 45-minute timeframe. Case 3 believed that a **specific e-learning environment for the students should be created, which should be designed in a way, where pupils would not have any extra time outside of the classwork**. Free **ICT courses for the teachers are also important**, according to the third respondent (see Table 9).

Table 10 shows summarized points on the ninth question (see Appendix 2, question 9) (see Table 10).

Table 10. Teacher's reflections on most complex writing skills to acquire among third stage pupils

| What English writing skill aspects are according to your experience the most complex to develop		
Case 1	Case 2	Case 3
Creative letters are the most difficult for third stage pupils as by the time students enter 12th-grade (upper secondary school), they have to write reports and essays, which all depends on one's vocabulary.	I believe that writing letters, particularly formal letters, are for the third stage pupils the most complicated as these types of writing tasks require high grammar but also have specific structure requirements, which pupils may have problems with learning.	In my opinion, creative letters are the most difficult for the students.

For cases 1 and three **creative letters are the most difficult writing tasks** to learn for third stage pupils. Case 2 believes **that formal letters are the most complicated type of letters** for third stage pupils to write (see Table 10).

Further, the author summarizes the results of the pupils' online survey (see ch. 2.2.2).

2.2.2 Narva schools' third stage pupil's opinion on the use of modern technology in the development of English writing skills

Most survey questions included multi-choice answers. Therefore, pupil respondents could have chosen several answers to each question. Author summarizes the results of the survey in accordance with total amount of received answers.

Figure 1 contains the summarized answers of the pupils regarding types of modern technological solutions that their English classes use (see Figure 1).
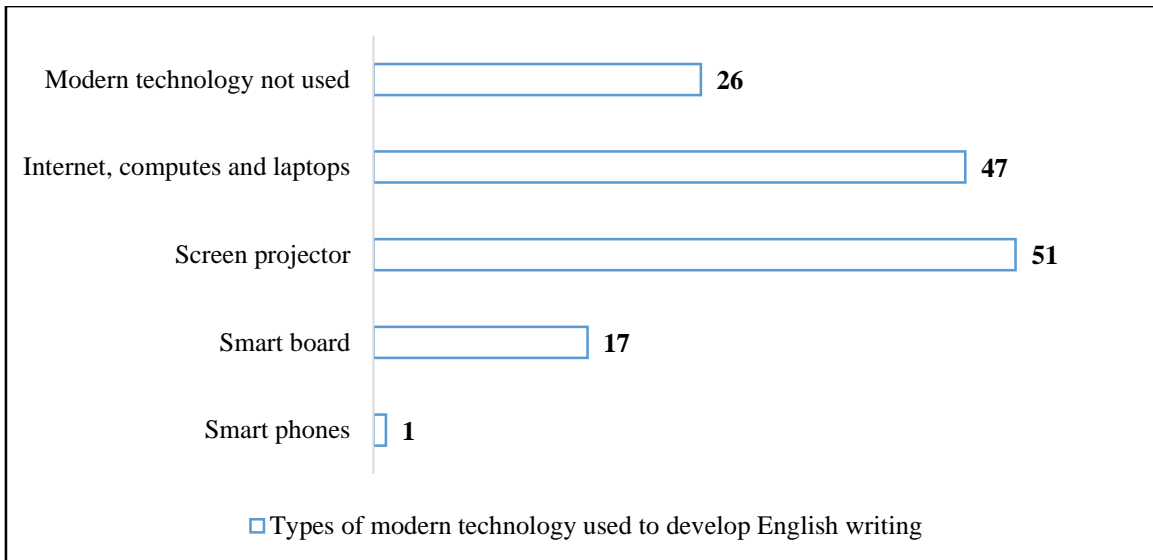
Figure 1. Types of modern technology that are available to the respondents

According to respondents' screen projectors, the Internet and computers are most common types of modern technology that are used in English lessons, with 51 students chose projectors, while 47 the Internet and computes (see Figure 1). It is however implied that only teacher computers are used in classes as, according to the teachers' interview, laptops are not distributed to the students in terms of governmental support, as well as pupils' answers on the lack of the possibility to use laptops during English lessons (see Figure 5). (see Appendix 3, question 6). Additionally, 6 students mentioned availability of TV's in their English classes.

Figure 2 shows the pupils' answers in regards to how the students are accustomed to using modern technology to develop their English writing skills (see Figure 2).
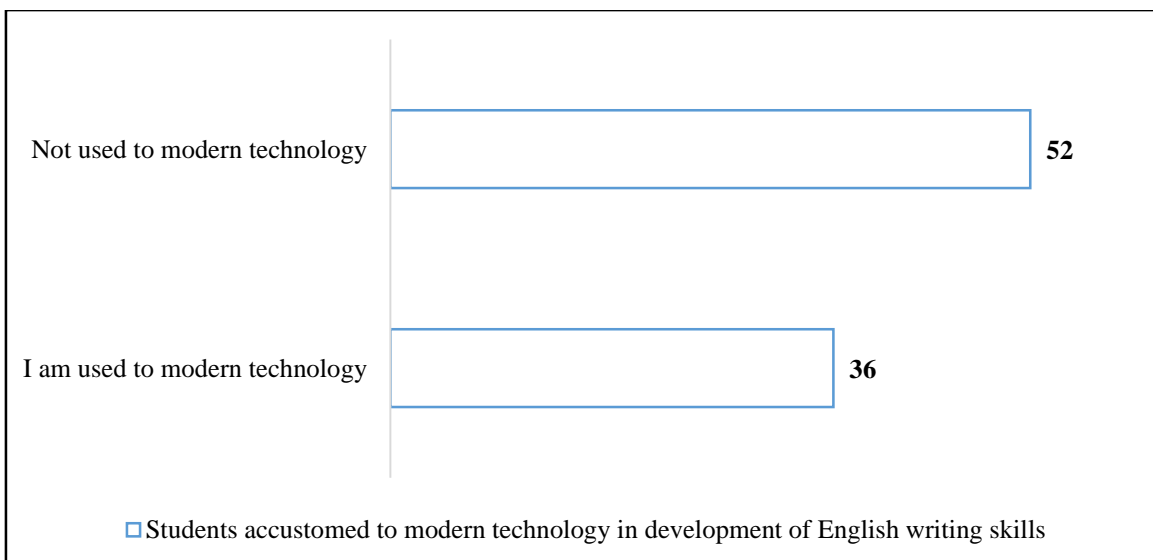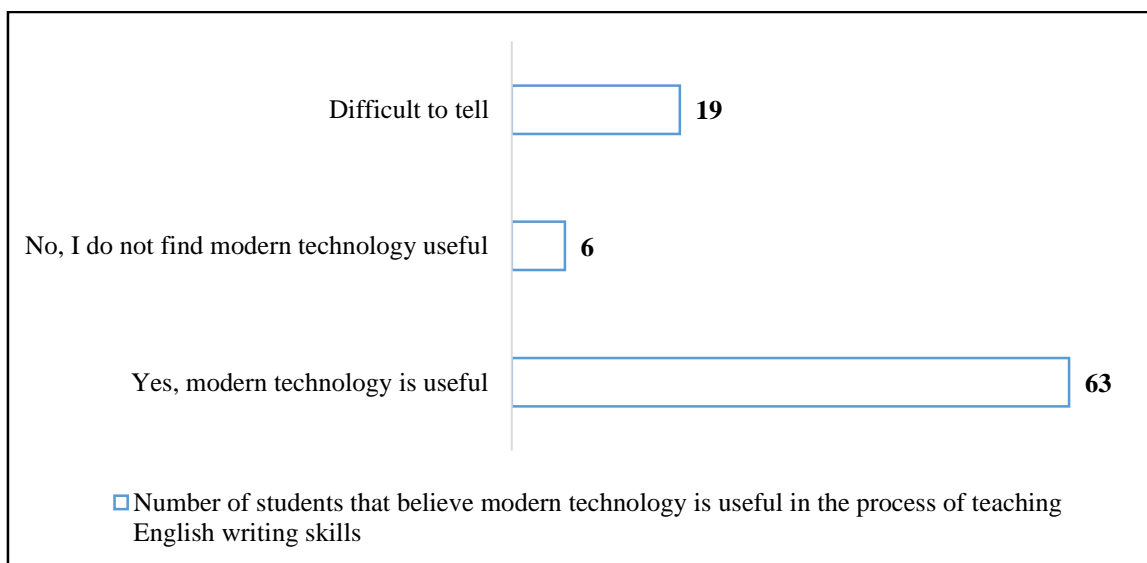

Figure 2. Number of students who report being accustomed to the use of modern technology in the process of development of English writing skills

According to the respondents', 36 students out of total sample of 88 have experience of using modern technology to development English writing skills (see Figure 2).
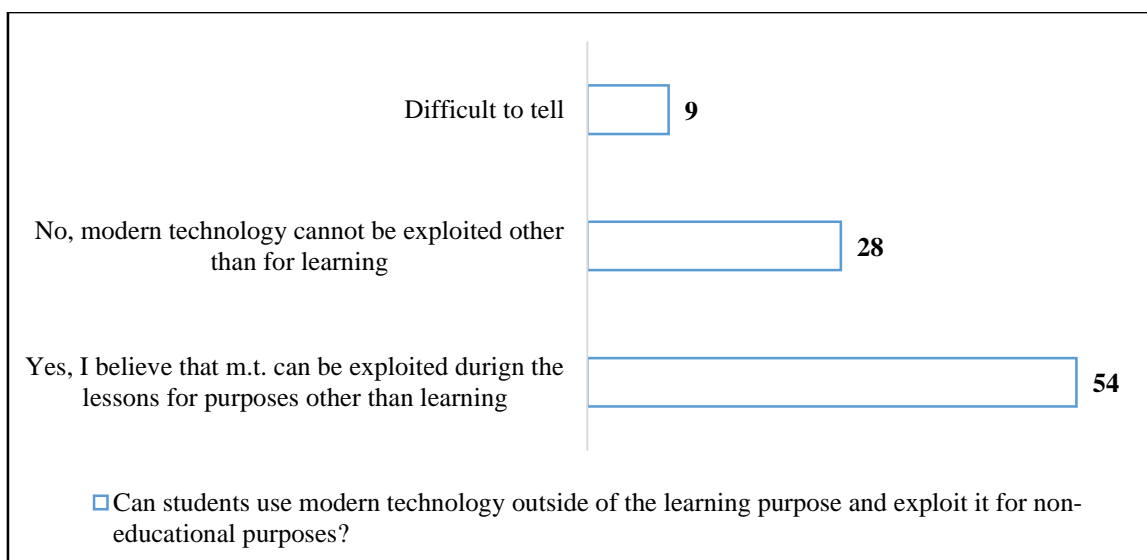
Figure 3 shows respondents' opinions regarding usefulness of modern technology to develop English writing skills (see Figure 3).

Difficult to tell — 19

No, I do not find modern technology useful — 6

Yes, modern technology is useful — 63

☐ Number of students that believe modern technology is useful in the process of teaching English writing skills

Figure 3. Students' opinion on the usefulness effect of modern technology to improve English writing skills

According to the survey results, majority of third stage pupils (63) find modern technology to be a useful tool on developing English writing skills (see Figure 3).

Figure 4 depicts pupils' opinion on the problem of students exploiting modern technology during the lessons for purposes other than learning (see Figure 4).

Difficult to tell — 9

No, modern technology cannot be exploited other than for learning — 28

Yes, I believe that m.t. can be exploited durign the lessons for purposes other than learning — 54

☐ Can students use modern technology outside of the learning purpose and exploit it for non-educational purposes?

Figure 4. Pupils' opinion on the negative side effect of using modern technology in the classroom by the pupils

Majority of surveyed pupils (54) believe that students may exploit modern technology during classwork outside of learning purposes, while 28 (28) believe that no such issues should arise in case modern technology is employed in the process of teaching writing skills to EFL students (see Figure 4).

Figure 5 contains the summarized answers of the pupils regarding the lack of modern technology in their English classes (see Figure 5).
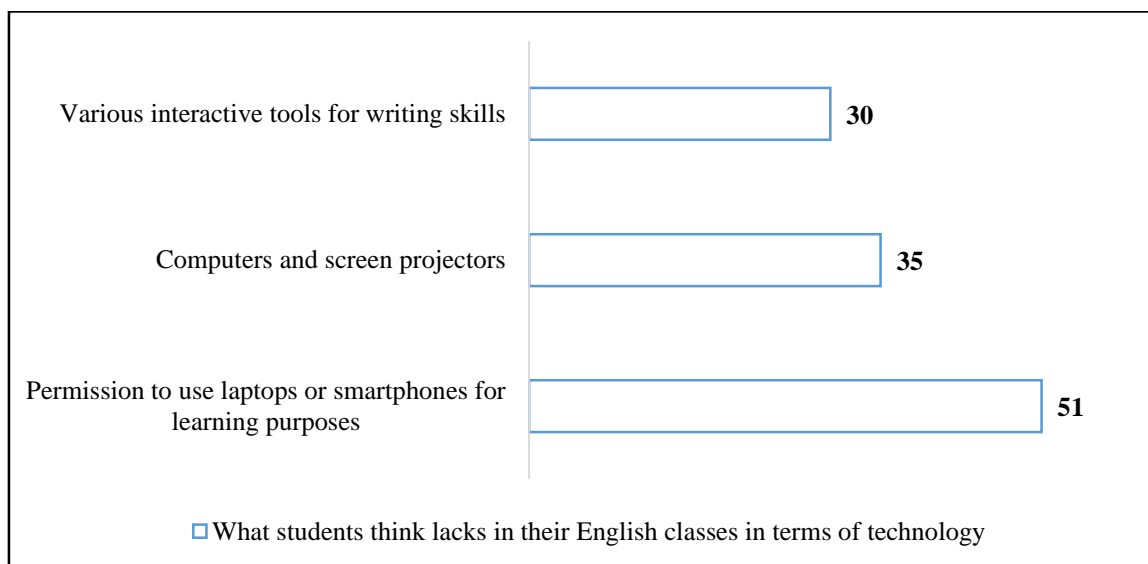
Figure 5. Pupils' stance on what their English classes lack in terms of availability of modern technology

According to the respondents, permission to use laptops or smartphones during English lessons to develop writing skills is something, which they believe should be added to the practice of English lessons. 35 students also experience the lack of computers and screen projects during the lessons, while 30 students answered that there are no interactive tools, such as Internet-based writing tasks, used during the classes (see Figure 5).

Figure 6 contains onions of pupils regarding teachers' resistance to use ICT during the lessons (see Figure 6).
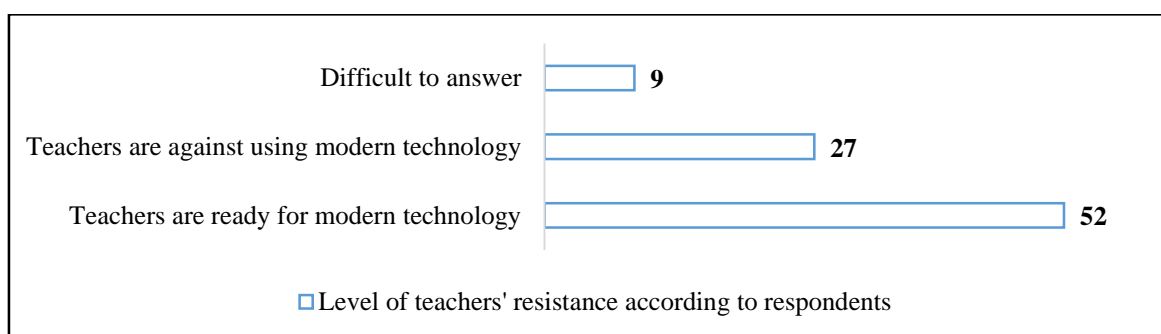
Figure 6. Students' views on the level of English teachers' preparation to use modern technology in the teaching process

According to the pupils, most respondents believe that their English teachers are ready to use modern technology wihin the classwork, while 27 believe that teachers are resisting using ICT in English lessons (see Figure 6).

Figure 7 shows students' responses regarding the types of ICT-based activities that third stage pupils practice during their English lessons (see Figure 7).
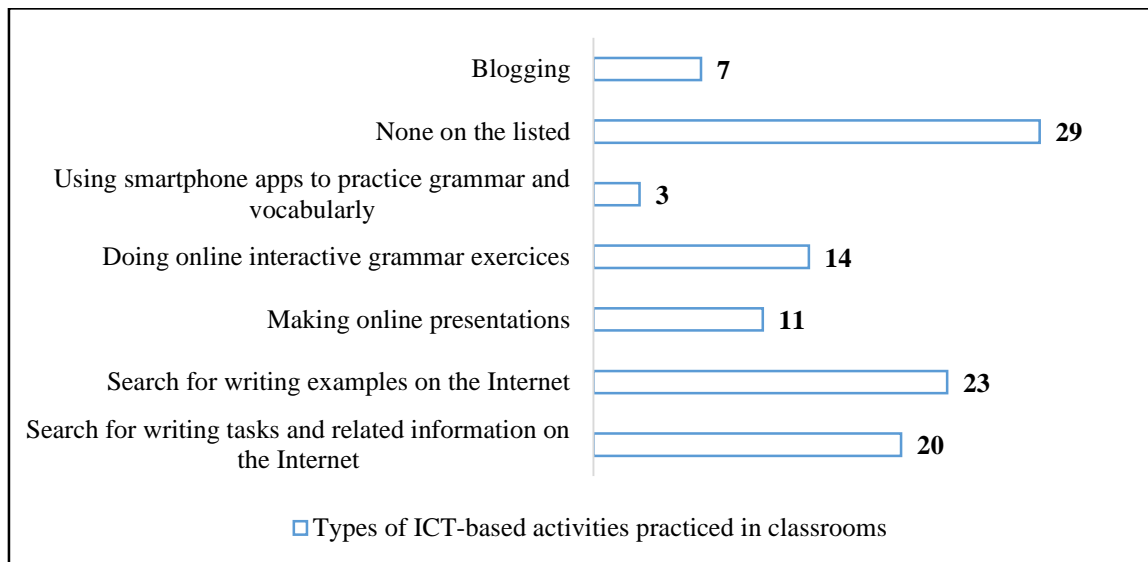
Figure 7. Types of activities practiced by the respondents, which involve the use of modern technology

Out of all listed types of ICT-based activities practiced in English classrooms for development of English writing skills, majority of responses marked 'none of the list, while 23 pupils had experience in searching for examples of writing tasks on the Internet during the classwork. Similarly, 20 students added that search for writing tasks and related information on the Internet is practiced. 7 pupils used blogging as a part of their EFL process to improve wiring skills. 14 pupils did interactive web-based grammar exercises, and 11 prepared online presentations, such as Prezi and Google slides. Only 3 pupils added that they have used smartphone applications to practice grammar and vocabulary (see Figure 7).

Figure 8 contains pupils' answers regarding possible means to increase the use of ICT in English lessons (see Figure 8).
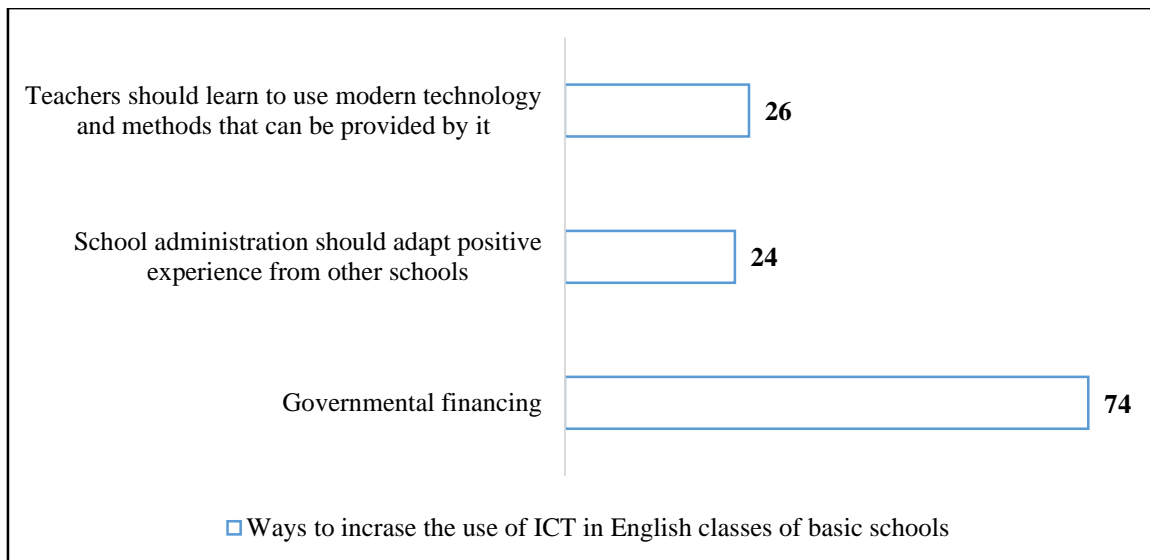
Figure 8. Students' opinions on the options to raise the use of modern technology in Narva schools

Most pupils (74) believe that governmental financing to basic schools in regards of equipping the schools with technological solutions is important to solve the problem of the lack of modern technology in English lessons of basis schools. Other students (26) believe that teachers should learn using modern technology, and school administration should adapt positive experience of using ICT from other basics schools (24) (see Figure 8). One student also added his/her own answer to the question, stating that teachers and students should cooperate to create the learning environment where modern technology can be used best for mutual advantage.

In the last part of the chapter, the author discusses research results and outlines the possibilities for the future studies of the use of modern technology in Estonian basic schools (see ch. 2.3).

2.3 Discussion

Main findings and confirmation of hypothesis

After analyzing research results some conclusive points can be made. Both teacher and pupil respondents outlined that they do use modern technology in English lessons, where the most popular types of ICT are screen projectors, presentations and the Internet. While word-processing is one of the most frequently used text editing feature, one teacher believed that it does not allow the pupils to practice their grammar and express themselves effectively enough in written form. Various grammar and writing-related tasks are sometimes organized by the teachers, where web-based applications for writing tasks are used. Additionally, some teachers reported using Google Forms and Facebook groups as web-based environments to help the

students practice their writing skills within the e-environment. However, modern technology is not sufficiently integrated in the teaching process of Narva basic schools, where inefficient governmental financing in terms of equipping the schools with modern technology and resistance of older teachers are biggest factors that contribute to slower development of ICT in English lessons of basic school. At the same time, the state provides free courses for the teachers to help the educators effectively employ ICT in the teaching process.

Among the problems of teaching pupils English writing, the teachers outlined inattentiveness, lack of suitable environment to practice English outside of the classroom, the influence of the native language of the pupils (Russian) and grammar problems. While additional research would be needed to specify what devices and software can be best used by the student to practice specific grammar-related skills as well as writing-related skills, such as reflective or creative writing, most pupils outlined using the Internet to search for writing-related tasks and information. Blogging is strongly believed to be one of the best methods to practice writing outside of classroom, especially class blogging as it allows teachers to have control over student writings, though only 7 students said that they practiced class blogging as a part of their English lessons.

Teacher's resistance to ICT and the possible problem of pupils exploiting modern technology for purposes other than learning during English lessons are the issues that were confirmed during the research. However, according to teacher respondents, effective lesson organization is a major success factor to prevent the pupils spend their time on activities other than learning, including using modern technology for purposes not related to learning English. At the same time, students are not allowed to use smartphones and laptops during the English lessons, which suggests that the use of modern technology and pupils' access is teacher-centered, where teacher is organizing and controlling the learning process.

Among possible solutions to increase the use of ICT in English lessons, respondents outlined teaching training and governmental funding as primary factors that would contribute to the increase of ICT-based influence in EFL learning in basic schools. The state, however, does fund free teacher courses to help the teachers effectively use modern technology during their lessons, while teacher is solely responsible for organization of his/her lessons.

The following hypothesis was raised in the bachelor's thesis:

While overall Estonia's educational system is becoming more integrated into the use of modern technology, EFL teachers of basic schools of Narva, tend to insufficiently use modern technological approaches, such as blogging, conducting online exercises and using the Internet, to develop English writing skills. At the same time, most students of Narva basic schools are familiar with the Internet and actively use modern technology in their study process.

After summarizing research results, the hypothesis can be confirmed. Despite the fact that the majority of contemporary pupils are highly familiar with computers and smartphones, the use of ICT is insufficient in Narva basic schools, mainly due to teachers' resistance and inefficient governmental spending to equip the schools with computers, SMART boards and projectors. Students are not able to use their laptops or smartphones during English lessons. Blogging, while known to be an effective tool to practice writing among EFL students, is not widely practiced in the teaching and learning practices. At the same time, modern technology, especially screen projectors, web-based applications, including Google (Forms, Docs) and other applications, and presentations are actively used among English teachers to conduct writing-related exercises for the pupils. Additional training for the teachers as well as increased public funding is nonetheless suggested to possibly lower teacher's resistance, especially among the group of older-aged teachers, and increase the use of ICT in basic schools. More radical suggestions could be considered, such as allow the pupils use their smartphones and laptops under the guidelines of teachers to practice writing related tasks and other writing activities during the lessons to improve their English writing skills.

Limitations

In the given bachelor's thesis, the author focuses his study on development of English writing skills with the use of modern technology in EFL students. The research conducted for practical indications as case studies of Narva basic school included sample of 3 English teachers and 88 third stage pupils. During the literature review, the author did not study particular writing categories, such as genre-based writing, reflective writing or creative writing and focused current research on general development of English writing, including sentence structure, grammar, vocabulary, and other basic writing elements. During the literature review several issues were found, which were not particularly studied, including the problems of teaching academic writing to EFL students and handwriting issues, associated with the use of computer-based typing.

Implications for further research

Future research, including Master's level paper or other researches on the topic of using modern technology in Estonian EFL study environment may include the study of the impact of modern technology on primary pupils' handwriting. Development of academic writing with the use of modern technology can be studied among higher education EFL students in Estonia. It is well known that students in higher education actively use modern technology, including

smartphones, the Internet and web-based study environments, computers and laptops. Academic writing guidelines, study materials and advices are available online, for the most part. However, as studied previously within the literature review, the study of academic writing includes many grammatical guidelines, such as punctuation rules, involves studying from outside sources, is formal and demands careful analysis of what can be written. It is also well documented that modern students belong to the technological generation that is highly used to modern technology. However, the effect of Internet chats, instant messaging and entertainment and the EFL students' use of modern technology to develop language skills, such as writing, especially academic writing, is not studied well in Estonian academic sphere.

Other issues that could be additionally studied are the contemporary situation with teacher's resistance to the use of ICT in the teaching process of basic schools. Both teacher and student respondents outlined that some teachers may resist using modern technology, while teacher interviewees also said that majority of teachers that resist using modern technology are older, while younger-aged educators do not usually have problems with conducting lessons with the use of ICT as a valuable addition to the teaching process. Therefore, a bigger sample of basic schools' teachers would be needed to reveal teachers' resistance to integrate modern technology in the process of teaching English. For an economic-related research, an analysis of public spending regarding equipping basic schools with ICT, is suggested.

CONCLUSION

In the given bachelor's thesis, the author studied the problem of the impact of modern technology in developing English writing skills among the third stage students of Narva basic schools. The goal of the paper was to conduct a qualitative research among the third stage students and English teachers of three Narva basic schools on the problem of using modern technology to develop English writing skills. To fulfil the objective of the thesis, the qualitative analysis of an in-depth interview with three English teachers and the online questionnaire with eighty-eight third stage pupils of Narva basic schools was conducted.

The bachelor's thesis consists of two chapters that are dedicated to the literature review and empirical research respectively. During the literature review, the author studied problems of development of English writing skills and teaching English to EFL learners, as well as the role of modern technology and ICT in development of English writing skills among EFL students. Many studies dedicated to the problem of teaching English to the users of English as a second language show that teaching English is a challenge for teachers of EFL classes. For EFL learners, development of English language skills, especially writing, is often followed by the problems of interference of their first language, which causes different issues, including punctuation, capitalization, phoneme, spelling, language use, tenses clusters, grammar, language structure, preposition and possibly other problems. Other problems that may negatively affect learning of English among EFL learners are poor background, lack of motivation, lack of proper learning environment and insufficient exposure to language.

Theoretical perspectives of EFL pedagogy as well as different strategies and practical methods of teaching English to EFL students that can be employed by the teachers to increase EFL students' productivity and learning outcome were also studied. EFL pedagogy focuses on three different theoretical perspectives of teaching writing to second-language learners, including text-focused orientation, sociocultural orientation and process-focused orientation. Different perspectives of teaching English to EFL learners are used to form teaching strategies and employ specific teaching methods. Several methods can be applied to enhance EFL writing process, including the method of 'warming up' the students before assigning a task, brainstorming, mind mapping and other methods that may be used for copying-related tasks, guided writing, process writing, unguided writing and fulfilling other writing and grammar-based tasks. The choice of EFL teaching strategy involves careful analysis of the learning group as concrete methods may best apply to EFL groups with specific levels of English proficiency. At the same time, teachers should pay attention to individual characteristics of students, as the

leaners may be different and require individual approach in the teaching process. Assessment of practical tasks performed by the students also requires analysis of their writing ability.

Modern technology plays an important role in contemporary learning process, including teaching EFL students and developing English writing skills. Author studied different ICT solutions that may be directly and indirectly used to help EFL students develop English writing skills. Among the modern technological means that can be directly employed in developing English writing is the Internet, which can be used for text-chatting, exchanging letters with e-mail pen pals, blogging and class blogging. The Internet is also source of numerous applications that may help EFL students practice English writing and it may give access to the Google services, such as Google Forms and Google Docs, which are widely used in EFL teaching practice. Access to classwork data through smartphones or laptops that are connected to the Internet is yet another indirect feature of the Internet, which may make EFL learning more interesting and productive for EFL learners. Word-processing features on computers can greatly improve English writing because of the editing and spellcheck features. Indirect technological means that can be employed to teach EFL students English writing are presentations, video projectors and SMART boards, which allow the teachers to easily share different form of digital information with their students and make the process of taking notes easier for the learners.

Within the practical research, the author has confirmed the raised hypothesis of the bachelor's thesis. Not all of the modern technological solutions are used in the teaching process of third stage pupils of surveyed Narva basic schools, especially direct technological methods to improve writing, such as blogging, are seldom used. Other indirect means to employ modern technology in preparation of writing tasks, such as using screen projectors and several web-based applications, including Google Docs are actively used among the interviewed English teachers. However, governmental funding of basic schools in regards to equipping these institutions with modern technology is inefficient, as the schools often have to wait until some of the classes receive screen projects, while other technological possibilities are rarely provided. Additional preparation among the teaching staff of surveyed Narva basic schools, in terms of educating the teachers on the use of modern technology, is suggested, as teachers' resistance towards using modern technology in English lessons is still prevalent, especially among the teachers of older age. Thus, the thesis' research shows that insufficient governmental support and teacher's resistance are the biggest obstacles to the use of modern technology in English teaching process of Narva basic schools. Another possible issue is the possibility that pupils will not follow their assignments and use modern technology outside of the learning purpose, such as entertainment, instead of fulfilling writing tasks. At the same time, the state provides free courses for the teachers to learn the possibilities of using modern technology to prepare

lessons, enhanced by ICT devices and software. However, without efficient governmental funding and changing the overall basic school culture and organization of the teaching and learning processes, such as integrating laptops and possibly smartphones into the learning environment, the use of modern technology in EFL lessons of Narva basic schools will still require further development. At the same time, the review of the literature and the survey show that modern generation of third stage students actively use modern technology in their everyday lives. This may imply that it is a matter of time until modern technology, including laptops and smartphones will become usual in the teaching and learning process of basic schools, similar to the the higher education environment.

The given bachelor's thesis may be used as a basis for future research of the problem teaching English writing to EFL speakers as well as the role of modern technology in development of English language skills. The author suggests the research of technological impact on EFL students' handwriting, as the previously studied literature on the influence of modern technology on English handwriting does not correlate with recent studies among Estonian teachers that outlined handwriting problem among the pupils that are used to computer typing. Teacher's resistance to employ modern technology in Estonian basic schools is another issue that needs additional academic attention. Additionally, a comparative methodology can be used to compare between learning outcomes, such as pupils' final grades in English and assessment of writing skills, of EFL basic school pupils, between the basic schools that widely employ modern technology and ICT in the process of English teaching and the schools, where English teachers do not frequently use modern technology.

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APPENDICES

Appendix 1. Student questionnaire form (in English and Russian)

Dear pupils of [SCHOOL_NAME], Уважаемые ученики [НАЗВАНИЕ_ШКОЛЫ]

My name is Igor Safajev and I am a bachelor's student at Narva College of the University of Tartu, who is writing his bachelor's thesis on the topic of "U*sing modern technology to develop English writing skills in third stage pupils of Narva basic schools*". My research is focused on the problem of using modern technology in English classes of basic school in the schools of Narva. I am studying the role of modern technology in development of English writing skills among basic school pupils, as well as the problems of integrating modern technology in the English teaching process. // *Меня зовут Игорь Сафаев и я являюсь студентом бакалавриата Нарвского колледжа Тартуского университета, который занимается написанием своей бакалаврской работы на тему «Использование современных технологий для развития навыка письма в английском языке среди учащихся основных школ Нарвы». Мое исследование сфокусировано на проблеме использование современных технологий на уроках английского языка в основных школах города Нарва. Я изучаю роль современных технологий в развитии навыка письма на английском среди учащихся основной школы, а также проблемы интегрирования современной технологии в обучающий процесс английского языка.*

I kindly like to ask you to fill the following questionnaire form that I will use in as a research material for my bachelor's thesis. // *Я прошу Вас заполнить ниже приведенную форму опроса, которую я буду использовать в качестве исследовательского материала для своей бакалаврской работы.*

The following questionnaire is **anonymous**. I am not requesting your personal information, including your name and other details. I do however ask you to add your grade and your age to the questionnaire. I will use this information to analyze the responses. // *Последующий опрос является **анонимным**. Я не прошу Вас указывать Вашу личную информацию, включая Вашего имени и других данных. Однако, я попрошу Вас указать свой класс и возраст. Я использую эту информацию для анализа ответов.*

The questionnaire should not take your more than **5-7 minutes** to fill, according to preliminary questionnaire form fulfillment test. // *Данный опрос не должен занять у Вас больше **5-7 минут времени**, как показал предварительный тест заполнения опроса.*

Before beginning, please fill in the following information // *Перед началом, пожалуйста предоставьте следующую информацию:*

Your grade // *Ваш класс:* Click here to enter text.

Please tick the right answer ☐ or Write your own example // *Пожалуйста отметьте верный ответ ☐, либо Впишите свой вариант. Вы можете выбрать один или несколько вариантов ответов.*

1. Is modern technology (such as screen projectors, computers, interactive boards and other) used in the teaching process of **English language** in your school? // *Используются ли в Вашей школе современные технологии (проектор, компьютеры, интерактивные доски и др.) в образовательном процессе **английского языка**?*
   - Yes, modern technology is used. Please add examples: // *Да, используются. Приведите пример:*
     a) The Internet, computers and laptops // *Компьютеры, лаптопы и Интернет* ☐
     b) Screen projector // *Проектор* ☐
     c) SMART-board // *SMART-доска* ☐
     d) Smartphones
     e) Other. Please specify // *Другое. Пояснить:* Click here to enter text.
   - No, modern technology is not used in English classes // *Нет, не используются на уроках английского языка* ☐

2. Are you accustomed to using modern technology in the process of development of English writing skills (for instance, fulfilling the writing tasks on the Internet)? // *Привыкли ли Вы к использованию современных технологий в процессе развития навыка письма на английском (например, выполнения письменных заданий в Интернете)?*
   - Yes, I am used to the use of modern technology in the process of development of English writing skills // *Да, привык (-кла) к использованию современных технлогий в процессе развития навыка письма на английском* ☐
   - No, I am not used to the use of modern technology in the process of development of English writing skills // *Нет, не привык (-кла) к использованию современных технлогий в процессе развития навыка письма на английском* ☐

3. Do you believe that using modern technology in the process of teaching English writing skills may improve English writing skill's development? // *Считаете ли Вы, что использование современных технологий в процессе обучению навыку письма на английском может улучшить развитие письменного навыка?*

- Yes, I believe that using modern technology may improve the English writing skill development // *Да, считаю, что современные технологий могут улучшить процесс обучению навыку письма* ☐

- No, I do not feel that using modern technology may improve the English writing skill development // *Нет, считаю, что современные технологий не могут улучшить процесс обучению навыку письма* ☐

- It is difficult to answer as I do not have experience in developing English writing skills by using modern technology // *Затрудняюсь ответить, в силу того, что не было опыта применения современных технологий для развития навыка письма на английском* ☐

4. Do you believe that using modern technology in the process of teaching English may lead to the situation where pupils will abuse modern technology (for instance, the Internet) and use it outside of the learning process? // *Считаете ли Вы, что применение современных технологий в процессе обучения английского языка может привести к тому, что ученики будут использовать современные технологии (например, Интернет) не по назначению?*

- Yes, I believe that such situation may occur in our class // *Да, считаю, что такая ситуация может возникнуть в нашем классе* ☐

- I think that pupils could use modern technology accordingly during the process of learning English // *Считаю, что ученики могли бы использовать технологии по назначению во время процессе обучения английского языка* ☐

- It is difficult to answer as I do not have experience in developing English writing skills by using modern technology // *Затрудняюсь ответить, в силу того, что не было опыта применения современных технологий для развития навыка письма на английском* ☐

5. What in your opinion your English class lacks in terms of using modern technology in the teaching process? // *Что, по Вашему мнению, не хватает в процессе обучения английского языка на Вашем уроке английского, в плане использования современных технологий в образовательном процессе?*

- Permission to use laptops and/or smartphones by the students to perform tasks in the Internet environment // *Разрешение на использование учениками лаптопов и/или смартфонов для выполнения заданий в среде Интернет* ☐

- Computers and screen projectors to view class presentations // *Проектора для просмотра презентаций* ☐

- Various interactive tools that could allow to better practice writing skills // *Интерактивных инструментов, которые бы позволили бы лучше практиковать навык написания* ☐

- Other. Please specify // *Другое. Пояснить* Click here to enter text.

6. Do you think that English teachers in your school are ready to use modern technology in the teaching process? // *Считаете ли Вы, что учителя английского языка в Вашей школе готовы к применению современных технологий в образовательном процессе?*

   - Yes, our English teachers are modern or are ready to train to use modern technology in their teaching process // *Да, наши учителя английского языка являются современными или готовы к обучению использования современных технологий в своем образовательном процессе* ☐

   - No, I believe that English teachers are against using modern technology in the English teaching process // *Нет, я считаю, что учителя английского языка против того, чтобы применять современные технологии в процессе обучения английского языка* ☐

   - Difficult to answer // *Затрудняюсь ответить* ☐

7. What techniques and activities are used in your English classes to develop writing skills? // *какие технологии и занятия используются на Ваших уроках английского языка для развития навыков письма?*

   a) Searching for information for writing tasks (essays, letters, emails, etc.) on the Internet (e.g. facts, numbers, examples, pictures, etc.) // *поиск информации для заданий по письму в Интернете* ☐

   b) Searching for/looking at examples of writing on the Internet // *поиск информации в Интернете для примеров письма* ☐

   c) Making presentations using Internet resources (e.g. Prezi, Google slides, etc.) // *создание презентация, используя ресурсы Интернета* ☐

   d) Blogging (writing blog / journal posts) on the Internet (using any available platforms, e.g. Blogspot, Twitter, Facebook, etc.) // *написание блогов в Интернете* ☐

e) Doing online interactive grammar exercises on the Internet // *выполнение интерактивных упражнений для развития письма в онлайн среде* ☐

f) Using smartphone apps to practice vocabulary and grammar (e.g. Kahoot, Quizlet, Socrative, etc.) // *использование смартфон-приложений для развития грамматики и словарного запаса* ☐

g) Other. Please specify // Другое. Пожалуйста поясните Click here to enter text.

8. What in your opinion should be done so that Narva schools would use modern technology in the teaching process of English more often? // *Что, по Вашему мнению, необходимо сделать, чтобы в школах Нарвы стали чаще применять современные технологии в процессе обучения английского языка?*

- Teachers should learn new techniques and methods of integrating technology in English lessons and using it to develop writing ☐

- Town administration should finance projects that are aimed at the integration of modern technology into the teaching process in secondary schools // *Администрация города должна финансировать проекты по внедрению современных технологий в процесс обучения в школах* ☐

- School administration should adapt positive experience in using modern technology from other schools that employ modern technology in their English teaching process // *Администрации школы необходимо перенимать позитивный опыт использования современных технологий от других школ, которые используют современные технологии в процессе обучения английскому языку* ☐

- Other. Own variant // *Другое. Свой вариант* Click here to enter text.

Thank you for your answers! Questionnaire is complete. // *Спасибо! Опрос окончен.*

Appendix 2. English teacher's in-depth interview questions (in English and Russian)

Using modern technology to develop English writing skills

Goal of the interview: teacher's viewpoint on the problem of using modern technology to develop English writing skills among basic school students of [Narva basic school]

1. Basic school's teaching process becomes more and more influenced by the use of modern technology in the educational process, interactive smart board, the Internet and slideshows can be some of the popular examples that may be employed during the classes in schools. Can you name any examples of activities or techniques that involve modern technology used in the development of English writing skills? // *На процесс обучения основной школы все больше влияет использование современных технологий в образовательном процессе, где интерактивная smart-доска, Интернет, а также просмотр слайдов могут быть некоторыми из популярных примеров того, что может быть применено на школьных занятиях. Можете ли Вы назвать какие-нибудь примеры современных технологий, используемых при обучении навыку письма на английском?*

2. Writing in the English language teaching process can take different forms, from formulation of simple sentences to essay or letter writing, for instance. Unlike spoken language, writing is more dense (does not contain real-time situations), explicit and clear, and is fixed (permanent). In your opinion, can a software (for example, applications or Internet-based environment that generate writing tasks that students have to fill and which can automatically control student's input text) help in development of English writing skills in comparison with formal tasks written on the paper? // *Письмо в процессе обучения английского языка может принимать разные формы, от формулирования простых предложений до написания писем или эссе. В отличии от разговорного языка, письмо более плотное (оно не содержит ситуаций из реальной жизни), оно белее точное и откровенное, и оно постоянное (перманентное). По Вашему мнению, может ли программное обеспечение (например, программы или Интернет среда которые генерируют упражнение на письмо, которые учащимся необходимо заполнить и которые могут автоматически проверять вводимый учениками текст) помочь в развитии навыков письма, по сравнению с формальными заданиями, которые написаны на бумаге?*

3. What common problems do you face when teaching basic school students English writing skills? // *С какими проблемами Вы часто сталкиваетесь при обучении учащихся основной школы навыкам письма на английском?*

4. What does the integration of modern technology in the English teaching process of Narva and overall Estonian schools require? Are teachers required to take necessary training programs to get accustomed to using modern technology in English classes and what is basic school pupil's reaction to the use of modern technology in English teaching process? // *Что требуется для интеграции современных технологий в обучающий процесс английского языка в школах Нарвы и, в целом, в школах Эстонии? Необходимо ли учителям проходить специальные обучающие программы для того, чтобы привыкнуть к применению современных технологий в процесс обучения английского и как реагируют учащиеся основной школы на использование современных технологий в процессе обучения английского языка?*

5. Do English teachers resist using modern technology in the process of teaching English? // *Сопротивляются ли учителя английского языка использованию современных технологий в образовательном процессе английского языка (присутствует ли среди учителей нежелание применять современные технологии в процессе обучения английского языка)?*

6. Does the government finance the use of modern technology in the teaching process of basic schools, for instance, distribution of state-funded laptops to students or establishment of other forms of technology (interactive boards, projector screens et cetera)? // *Спонсирует ли государство применение современных технологий в процессе обучения основных школ, например, выдача ноутбуков учащимся, или установка других технологий в школе (интерактивных досок, проекторов и т.д.)?*

7. Despite the possibility of development of writing skills by using modern technology, can modern technology negatively affect the teaching process of basic school students? For instance, in case pupils abuse modern technology in classes and avoid fulfilment of educational tasks. // *Несмотря на возможности развития навыков письма с использованием современных технологий в образовательном процессе, могут ли современные технологии негативно отразиться на процессе обучения учащихся основной школы? Например, если ученики используют технологию не по назначению и не выполняют образовательные задания.*

8. How in your opinion is it possible to solve the common problems associated with introduction of modern technology to the process of teaching English, such as teacher's

resistance and abuse of technology by pupils? // *Как, по Вашему мнению, можно решить проблемы, связанные с внедрением современных технологий в процесс обучения английского языка, такие как сопротивление учителей и использование учащимися технологий не по назначению?*

9. What English writing skill aspects are according to your experience the most complex to develop (such as creating writing, spelling and grammar tasks et cetera)? // *Какие аспекты развития навыка письма на английском являются для учащихся основной школы, согласно Вашему опыту, наиболее затруднительными (креативное письмо, правописание и т.д.)?*

Appendix 3. English teacher's answers within the in-depth interviewing (divided by question number and respondents)

	Teacher 1 (Case 1)	Teacher 2 (Case 2)	Teacher 3 (Case 3)
1.	Здесь все зависит от обеспечения школы. Если в классе есть проектор, то учитель использует его, ну и интернет соответственно. Смарт доски у нас не очень популярны, одна или две в школе.	То, что есть у меня в наличии – это проектор, смарт доски нет. Проектора достаточно что бы использовать инфотехнологии, т.е. есть доступ в интернет, есть экран, и этого достаточно.	Мультимедийные презентации, просмотр слайдов.
2.	Конечно современные технологии являются помощниками, я сама использую Google forms, для подготовки к диктантам, т.е. дети там вводят слова, а компьютер их проверяет. Для развлечений есть сайты, то есть работа со словами в разных видах. Учитель заводит слова в программу, а компьютер предлагает разные игры с этими словами. Это так же очень популярно среди учителей, как домашнее задание. А если есть проектор, то и на уроке можно поиграть со словами.	Мне не очень нравятся такие виды заданий, где можно автоматически вводить слова, и где они автоматически проверяются. В этом случае не развивается умение выражать свои мысли письменно. А то, что касается неформальной обстановки не в классе, то в интернете много возможностей, которые я использую – например face book group, где ведется обсуждение какой-либо темы после просмотренного видео, на пример. Дети письменно отвечают на какие-то вопросы, спорят друг с другом, обсуждают проблемы. Таким образом развивается письменная речь в неформальной атмосфере, плюс ученики получают дополнительные знания.	Да, могут.
3.	Когда дети маленькие – это невнимательность. Во-вторых, обучение письму идет почти всегда на уроке, и не все родители изучали английский язык и не могут помочь детям. У детей постарше, проблема состоит в том, что дети сравнивают структуру построения предложения на английском языке с русским. В связи с этим идет не тот порядок построения предложения. Еще одна проблема, это лишние частицы в английском языке, которых нет в русском.	Прежде всего это построение предложений, структура построения предложений в английском языке отличается от русского. Это основная проблема.	При креативном (свободном) письме ученики часто не умеют употреблять изученную лексику в контексте задания, не соблюдают правила согласование времен и порядок слов в предложении, не владеют навыками рассуждения.
4.	От школы требуется материальная база, от учителя требуется что бы он проходил курсы, сама на личном опыте проходила курсы 2 раза и на основе этого создала свой блог, на котором дети могут смотреть видео и слушать	Безусловно, все начинается с обучения педагога. Что касается Эстонии, то мы не обделены этими возможностями. Огромное количество курсов предлагает Тартуский университет, Бесплатных и высокого качества. Я сама прошла 200 часов такого	Необходимо хорошее техническое оснащение школ современными техническими средствами и приспособлениями, а также учителям нужно проходить специальные обучающие программы.

	аудио. Детям это очень интересно.	обучения, и конечно вношу эти знания и умения в свою работу. Дети этому только радуются. Также мне кажется при использовании инфо технологий, повышается мотивация в обучении.	
5.	Это зависит от возраста, если человеку за 50, то он даже сопротивляется обычному заполнению в e-kool, а молодые, все только «за».	Присутствует. Негибкость некоторых учителей в силу возраста. А молодые учителя к этому конечно, более открыты.	Я думаю, что да.
6.	У нас есть очередь на получение проекторов. Самое главное, чтобы в классе был проектор, а вот что бы ноутбуки учащимся давали, такого нет.	Очень скудное обеспечение со стороны государства. Хорошо если в классе есть проектор. О смарт доске, многим школам приходится только мечтать. В плане обучения, государство обеспечивает нас курсами по инфотехнологии, ну а в плане оснащенности не можем похвастаться.	Частично. очень мало.
7.	Все зависит от программы, которая задана учителем, то есть, если программа расчитана на 45 минут и нужно пройти ее от и до, то у ребенка нет времени отвлекаться на что-то посторонее. В домашнем задании все зависит от ребенка, сделал домашнее задание – гуляй.	Учитель на уроке решает все. Он же заведует процессом обучения. Если направить в нужное русло, дать конкретные задания, эффективнее будет результат обучения.	Я думаю, что в некотором смысле могут появиться некоторые проблемы, но лишь на начальной стадии использования современных технологий.
8.	Все проблемы можно решить и не будет сопротивления учителей, если напичкают класс учителя всеми современными технологиями, которые есть.	Что касается педагогов, то здесь важна роль администрации, когда, например, один учитель был отправлен на курсы, потом делится с преподавателями, которые этому сопротивляются. Что касается учеников, это опять же роль учителя так спланировать работу на уроке, что бы не было даже минуты, для использования инфотехнологических средств не по назначению.	Необходимо четко продумать и создать электронную среду, где у учащихся не было бы возможности использовать технологии не по назначению, а учителей обучить пользоваться этой средой эффективно. Бесплатные курсы и практикумы для учителей тоже помогли бы решить эту проблему.
9.	Конечно креативное письмо, потому что их много видов. К 12-му классу нужно научиться писать и доклады, и эссе, и все это зависит от словарного запаса.	Наверное, написание писем в основной школе, формальных писем, потому что там необходима не только грамматика, но и определенная структура, в которой нужно следовать плану, а этому научить не так то просто.	На мой взгляд, креативное письмо.

RESÜMEE

Antud bakalaureuse töös autor uurib ingliskeele tänapäevaste tehnoloogiate kasutamist Narva põhikoolide III kooliastme seas. Antud Bakalaureuse töö teema oli valitud seoses faktiga mis ühendab mitut probleemi ingliskeele õppe aspekte.. Antud uurimus sisaldab probleemide uurimist ingliskeele arengus Narva põhikoolide III kooliaste seas, kelle jaoks on ingliskeel, võõrkeelena.

Antud töö koosneb sissejuhatusest, kahest peatükist ja kokkuvõttest. Esimene peatükk räägib tänapäevaste pedagoogiliste võtete kasutamisest, ingliskeele kirjaoskuse arendamises. Peale selle tänapäevased tehnoloogiad ja nende mõju kirjaoskuse arendamisele.teine peatükk sisaldab uurimust Narva põhikoolide III kooliastme õpilaste ja inglisekeele õpetajate seas kolmes Narva põhikoolis. Arvamuse analüüsi jaoks uuritava grupi tänapäevaste ingliskeele oskuste kohta. Kokkuvõttes räägitakse kokkuvõtvalt põhilistest mõtetetst ja tuuakse välja põhilised analüüsi faktid.

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Igor Safajev
(10.01.2017)

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