The Literature Review: Influence Of Techanology On Writing Styles

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Abstract

This review looks at how computers and phones have completely changed writing. Studies show that digital tools (like texting and email) help people write more and even boost creativity, but they also mix up formal and casual writing styles. Researchers can now use special computer programs (stylometry) to spot who wrote a piece of text with high accuracy, even predicting their age and gender. This is done by looking at small writing habits, like how people use verb tenses. To succeed in this new world, schools must update their teaching to focus on Electronic Literacy—teaching students when to use casual "netspeak" and when to write properly.

Keywords:

Digital Writing, Texting , Online Style, Computer-Mediated Communication (CMC), Writing Skills, Technology in Education.

Introduction:

Today, writing is changing faster than ever because of computers and phones. This group of studies explores this huge shift, looking at the good and bad effects of digital communication, like texting and online chats. We examine how these new habits create unique "style fingerprints" that can even identify the writer, and why teachers must urgently focus on teaching Electronic Literacy so students know how to write correctly in both the online and real worlds.

Literature review:

The Influence of Technology on English Language and Literature

This paper examines how technology and social media have changed the way people use English and create literature. It discusses the rise of Text-speak, a short and informal writing style, and flash fiction, short stories shaped by online word limits. While technology makes learning easier and encourages independence, it also causes distractions and reduces attention to grammar and formal writing. The study shows both creativity and a decline in standard language use. It concludes that since technology's impact is permanent, teachers should accept Text-speak as a modern skill while helping students learn when to use formal and informal English**.[1]**

The review is concise, summarizing mixed findings from short-term studies on technology's Impact on writing styles.

Some research found that while word processing changed the writing process (encouraging more revision), it didn't improve the quality of the final essays.Other studies suggested that sophisticated computer programs that offered cognitive guidance did help students internalize better writing strategies, leading to improved quality even when later writing by hand.

The authors highlight the need for a longitudinal (long-term) perspective, arguing that short-term studies may miss the true, lasting effects or lack of on experienced writers.[2]

This review explores how computer-mediated communication (CMC), such as online chats, email, and web projects, is fundamentally transforming writing and its instruction. Classroom studies indicate that CMC encourages quiet students to participate, increases text production, and fosters a focus on meaning due to real audiences. While addressing concerns about informal language and plagiarism, the paper highlights that digital tools also aid in detecting misuse. It concludes that future teaching must embrace Electronic Literacy, preparing students for evolving digital communication forms.[3]

This multidisciplinary review analyzes the application of stylometry (writing style features) in Online Social Network (OSN) texts, focusing on demographics, personality, and cybersecurity. The study confirms that unique lexical and syntactic patterns serve as measurable "style fingerprints." The key contribution is a novel machine learning model that uses verb tense features to predict writer age and gender with high accuracy. This research validates the predictive power of linguistic features and suggests combining cross-field data for enhanced future author identification and deception detection.[4]

Before this paper, research on texting created mixed ideas. Some people assumed texting was bad for language because teenagers, who frequently use "textspeak," might corrupt their formal grammar. However, other studies suggested that texting has only small effects on grammar and may even help improve it. Proponents of texting also highlighted its ability to save time and money. This paper uses these existing ideas to support its claim that texting is beneficial.[5]

Self-Directed Learning (SDL): SDL means students take control of their own learning. Garrison's (1997) model explains it through three parts: motivation (starting and staying engaged), self-monitoring (reflecting and checking progress), and self-management (organizing time, resources, and environment). Past studies show that technology, like mobile apps and online courses, can support SDL.[6]

AI in Writing: Older AI tools have long been used for checking grammar and giving feedback. Some early chatbot studies showed small improvements in writing, but these were often in short, controlled settings. With advanced tools like ChatGPT, there is a growing need to study how students actually use them in real, independent learning. Key concerns include over-reliance, reduced critical thinking, and risks of academic dishonesty[6].

Previous research supports the idea that technology is effective for teaching creative writing. Other studies have shown success using various online tools and virtual writing applications, such as Wattpad or Storial.co, to help students write better. This current study builds on the existing belief that modern, digital tools can successfully boost students' writing abilities.[7]

This paper addresses the difficulty of understanding the cognitive process of second language (L2) writing. Traditional methods relying solely on screen recordings and keystroke logs offer descriptive data but require speculation about the writer's intentions. The authors introduce a novel, high-precision methodology combining digital video with the analysis of real-time corpus search queries. They found that these queries serve as direct evidence of a writer's immediate linguistic problem-solving needs (lexical or syntactic). The study concludes that this combined method, especially when triangulated with stimulated recall, significantly enhances the certainty and validity of L2 composing process research, viewing writing as a dynamic "dialogue-like interaction" with language tools. Future studies should apply this method to diverse L2 writing contexts and tasks.[8]

AWE vs. ChatGPT Feedback:

Feedback is crucial for improving writing. Traditional AWE systems offer scores and feedback focused mainly on linguistic accuracy. Research shows they are generally good at catching simple errors like spelling, but their overall accuracy can be inconsistent. ChatGPT can provide more detailed feedback on content, organization, and language, making it feel more comprehensive and authoritative to students than

AWE tools. Despite this, some studies suggest human feedback is still better overall, as teachers consider personal experience and emotion.

The "Ideal L2 Writing Self":

The ideal L2 self is a key part of what motivates language learners. It is the mental image of the successful L2 writer a student wants to become in the future. Having a strong ideal self acts as a motivating force for students to work toward that goal. This concept is important because technology can influence a learner's motivation and psychological state.[9]

Past research confirms that students' writing skills improve with frequent practice. Today's students, often called the "Net Generation," spend over 10 hours a day using digital devices. Because platforms like e-mail and chat rooms use text, they create a new type of writing space. The language in these digital forms, sometimes called "written speech" or "netspeak," is much more like spoken language than formal written English. Consequently, many educators worry that the informal habits of using shortcuts and emoticons are being used inappropriately in formal school assignments.[10]

Conclusion:

Overall, these studies confirm that the move to digital writing is the biggest change in language we've seen in centuries. Tools like texting are not just shortcuts; they are creating brand new ways to communicate that require different skills. The research proves we can now accurately study these new styles, even predicting who a writer is by their "style fingerprint." Therefore, schools and families must work together to make sure that teaching includes Electronic Literacy. The goal is to prepare everyone to use digital tools powerfully and correctly, balancing the speed of the internet with the need for clear, proper communication.

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