

ORIGINAL ARTICLE

# INFLUENCE OF THE INTERNET ON COMMUNICATION AND WRITING ON HIGH SCHOOL STUDENTS (12TH CLASS) IN SECONDARY SCHOOLS IN MOZAMBIQUE

*Isaías Silvestre Siteo<sup>1</sup>*

## ABSTRACT

To this day, no one knows how to explain what was the main cause for the origin of writing. When people realized its importance, it had already been consolidated and used widely. However, it appears that the school community, in general, aims to take into account the students' learning process for their full educational and social development. This research had the general objective of understanding the influence of the internet on communication and writing in high school students (12th grade) in secondary schools in Mozambique. Therefore, this study had a qualitative and exploratory method, the population of this research was made up of This research involved (31) participants, among them, sixteen (16) students of both genders from different schools attending different sections five (05) Directors of ESEMZ and ten (10) teachers from the same school of both sexes in the south of Mozambique, specifically in the province of Gaza. The treatment and analysis of the results corresponded to the following categories: pre-analysis which was based on the reflection of data collected in the field, Exploration of the material which focused on the exploration of articles, monographs, dissertations and theses for the theoretical support of the study and Analysis of the results where it was based on the treatments of data collected in the study. The research results showed that Internet communication for ESEMZ students uses digital media negatively in the classroom and in their daily lives. And these students are exposed to several problems related to writing that harm their own communication, not only do the results of the study reveal that it was possible through the testimonies of the participants that these students face difficulties that can impact their academic life. Portuguese language teachers need to increasingly seek to train themselves for technological changes, leaving aside their fears and concerns about changing, seeking to overcome these barriers.

**Keywords:** Internet, Technology, Communication, Writing, High School.

---

1. Universidade Save-Massinga – Moçambique (isaiassiteo1998@gmail.com)

# INFLUÊNCIA DA INTERNET NA COMUNICAÇÃO E ESCRITA NOS ALUNOS DO ENSINO MÉDIO (12ª CLASSE) NAS ESCOLAS SECUNDÁRIAS EM MOÇAMBIQUE

## RESUMO

Até hoje ninguém sabe explicar qual foi a causa principal para a origem da escrita. Quando o povo se conciliou de sua importância, esta já havia-se consolidado ao ser utilizada amplamente. Porém verifica-se que a comunidade escolar, de forma geral, tem como objectivo levar em consideração o processo de aprendizagem dos alunos para o seu pleno desenvolvimento educacional e social. Esta pesquisa teve como objectivo geral compreender a influência da internet na comunicação e escrita nos alunos do ensino médio (12ª classe) das Escolas Secundárias em Moçambique. Portanto, este estudo teve o método qualitativo e de carácter exploratório, a população desta pesquisa foi composta por Esta pesquisa envolveu por (31) participantes, dentre eles, desaseis (16) alunos de ambos géneros provenientes de diferentes escolas que frequentam diferentes secções cinco (5) Directores da ESEMZ e dez (10) professores da mesma escola de ambos sexo na zona sul de Moçambique, concretamente na província de Gaza. O tratamento e análise dos resultados corresponderam as seguintes categorias: pré-análise que se baseou na reflexão dos dados colectados no campo, Exploração do material que centrou-se em exploração de artigos, monografias, dissertações e teses para o sustento teórico do estudo e Análise dos resultados onde se baseou-se nos tratamentos dos dados colectados no estudo. Os resultados da pesquisa evidenciaram que a internet comunicação para os alunos da ESEMZ, usam de forma negativa os meios digitais desde na sala de aulas e no seu dia-a-dia. E estes alunos estão expostos a vários problemas aliados a escrita e que prejudicam a própria comunicação, não só os resultados do estudo revelam que foi possível através dos depoimentos dos participantes que estes alunos enfrentam dificuldades que podem impactarem a sua vida académica. Os professores da Língua Portuguesa necessitam buscar cada vez mais se capacitar para as mudanças tecnológicas, deixando de lado seus medo e receios em mudar, buscando ultrapassar essas barreiras.

**Palavras-chave:** Internet, Tecnologia, Comunicação, Escrita, Ensino Médio.

# INFLUENCIA DE INTERNET EN LA COMUNICACIÓN Y ESCRITURA EN ESTUDIANTES DE SECUNDARIA (12.º GRADO) DE ESCUELAS SECUNDARIAS DE MOZAMBIQUE

## RESUMEN

A día de hoy nadie sabe explicar cuál fue la causa principal del origen de la escritura. Cuando la gente se dio cuenta de su importancia, ya se había consolidado y utilizado ampliamente. Sin embargo,



parece que la comunidad escolar, en general, pretende tener en cuenta el proceso de aprendizaje de los estudiantes para su pleno desarrollo educativo y social. Esta investigación tuvo como objetivo general comprender la influencia de Internet en la comunicación y la escritura en estudiantes de secundaria (grado 12) de escuelas secundarias de Mozambique. Por lo tanto, este estudio tuvo un método cualitativo y exploratorio, la población de esta investigación estuvo conformada por Esta investigación involucró a (31) participantes, entre ellos, dieciséis (16) estudiantes de ambos géneros de diferentes colegios que asisten a diferentes secciones cinco (5) Directores de ESEMZ y diez (10) docentes de una misma escuela de ambos sexos en el sur de Mozambique, específicamente en la provincia de Gaza. El tratamiento y análisis de los resultados correspondió a las siguientes categorías: preanálisis que se basó en la reflexión de los datos recolectados en campo, Exploración del material que se centró en la exploración de artículos, monografías, disertaciones y tesis para el sustento teórico. del estudio y Análisis de los resultados donde se basó en los tratamientos de los datos recolectados en el estudio. Los resultados de la investigación mostraron que la comunicación por Internet de los estudiantes de ESEMZ utiliza los medios digitales de manera negativa en el aula y en su vida diaria. Y es que estos estudiantes están expuestos a varios problemas relacionados con la escritura que perjudican su propia comunicación, no solo los resultados del estudio revelan que fue posible a través de los testimonios de los participantes que estos estudiantes enfrenten dificultades que pueden impactar su vida académica. Los docentes de lengua portuguesa necesitan buscar cada vez más capacitarse para los cambios tecnológicos, dejando de lado sus miedos y preocupaciones por el cambio, buscando superar estas barreras.

**Palabras clave:** Internet, Tecnología, Comunicación, Escritura, Escuela Secundaria.

## 1. INTRODUCTION

To this day, no one can accurately explain the main cause of the origin of writing. By the time people became aware of its importance, it had already been consolidated through widespread use.

The difficulty in linguistic handling, whether in spoken or written language, has always been a concern for both Portuguese language teachers and teachers from other fields of study. However, the expansion of the internet ushered in a new era, a moment of transition in communication for this third millennium, through information technology and the spread of distance learning. This brought people closer together, enabling the acquisition and improvement of courses, and giving rise to a new textual style—hypertext—another form of text that permeates communications, interacting with the dynamic flow of the communicative process. Furthermore, it is stated that student performance in school does not entirely depend on their classroom performance and teachers' competence, but rather on the entire educational community (Monteiro, 2015).

Thus, the present study is titled: *The Influence of the Internet on Communication and Writing Among High School Students (12th Grade) in Secondary Schools in Mozambique*. Its objectives are as follows: to understand the influence of the internet on communication and writing among high school

students (12th grade) in secondary schools in Mozambique; to identify the influence of the internet on communication and writing among high school students; to describe the factors that impact writing in high school students due to the use of internet communication; and to propose strategies to mitigate the misuse of the internet in communication and writing among high school students.

## 1.2. THEORETICAL FRAMEWORK IN THE RESEARCH PROBLEM CONTEXT

Studies reveal that the existence of different modes of language use and the mastery of the formal standard are concerns for all those involved in language teaching. According to Canário (2005, p. 45), the acceptance of different levels of language use and mastery of the written formal standard is an essential condition for the cultural, moral, and intellectual development of the individual, as well as for the growth of the country and its people.

Research conducted in the field of language and education, in particular, highlights the need for investigations that describe, analyze, and interpret how such technologies are impacting students' learning processes. The use of communication through the Internet has led to the development of a unique language that satisfies the demands of the cyberspace. The speed with which one wants to communicate, as well as the ability to communicate with multiple people at the same time, enabled the creation of a specific language that facilitates interactions (Xavier, 2011).

However, the use of communication through the Internet led to the development of a unique language that meets the demands of the cyberspace. The speed with which one wants to convey a message, as well as the ability to communicate with multiple people at the same time, enabled the creation of a specific language that facilitates interactions (Franco, 2011).

For this reason, this research focuses on the theme *The Influence of the Internet on Communication and Writing Among High School Students (12th Grade) in Secondary Schools in Mozambique*, because it cannot be denied that there is enormous creativity in this internet language. Social media users employ it in a mixed way to communicate, using a variety of forms, including letters, fonts, colors, letter sizes, symbols, faces, animations, and sets of symbols, all with the same goal: to communicate quickly and efficiently. This is because humans tend to choose simpler actions, without thinking too much about their consequences. The research raises the question of how much internet communication can influence writing among high school students (12th grade) in Secondary Schools in Mozambique.

Observing the deviation from the grammatical norms of the Portuguese language, which interferes with the daily learning process in relation to the formal use of Portuguese. There are several errors, including letter swaps, unnecessary abbreviations of words, incorrect punctuation, among many others. Thus, the need arose to investigate the extent to which the influence of this language known as "intermetes" can affect the written expression of today's youth, drawing on studies from other researchers and scholars in the field (Fey, 2011).

Language, in its various forms and variants, is a living, dynamic entity and the code used by humans to communicate with their peers, exchange information, and spread their ideas and concepts. The use of writing developed communication among humans, allowing them to overcome the barriers

of time in receiving messages, facilitated the exchange of information, and greatly contributed to the intellectual development of individuals. On a professional level, it is expected that this study will lead to strong means of implementing dynamic strategies so that the use of the internet does not merely become a factor contributing to incompetence in writing, language, and communication skills, both inside and outside the students' schools of life. Academically, this research aims to enrich Mozambican studies, encouraging other researchers to recognize the relevance of this issue in the academic community, and to benefit from strategies for dealing with students who are at risk of this intellectual and academic challenge.

### 1.2.1. Definition of Concepts in The Context of Literatures

The concept of **intermetes**, according to Neves (2017), refers to the language used on social media, aimed at facilitating understanding and speeding up conversation. Whether or not it is considered a textual genre is not a concern in the dialogues taking place in chat rooms, on Facebook, on Skype, or any other social networks. According to Marconato (2013, p. 56), "intermetes is a form of grapho-linguistic expression that has mainly exploded among teenagers who spend hours browsing Facebook, in chats, blogs, and instant messaging platforms in search of interaction."

According to Papert (1994, p. 12), **intermetes** is a new form of language and communication, a new code: digital language. Its history is similar to that of other forms of communication that emerged previously, to which humans initially showed resistance.

According to Campos (2000, p. 12), the concept of Communication can be defined as the process by which one person comes into contact with another through ideas, facts, thoughts, or behaviors, and expects the latter to provide a response, whether it be an opinion, attitude, or behavior.

According to Burke (2003), Communication is the process by which one person transmits a message to another or others. It is an exchange of information between two or more individuals with the goal of sharing knowledge, feelings, ideas, among others.

According to Franco (2011), the concept of writing is a symbolic system of recording and communication that has meant different things to different peoples over time, and has been defined in various ways by contemporary critics. One possible definition is as a system of graphic symbols used to convey human thought.

As Garcez (2002) states, writing is a modality of language and is thus also seen as a social practice; it reflects dynamism and heterogeneity. Discourse is a central point of discussion in Portuguese language classes, and it is through text that we are able to convey ideas with greater information and organization, making it fundamental for human interaction.

### 1.2.2. New Information and Communication Technologies and the Teaching of the Portuguese Language

The use of new technologies in schools has evolved significantly in recent years, serving not only

for school administration or being available solely to teachers, but also accessible to students. In this context, it can be considered that students were the first to bring technology into schools, as some use their mobile phones in the classroom, substituting them for computers, browsing the internet, downloading music, videos, chatting, and engaging in numerous activities in the technological realm. Teachers in classrooms can take advantage of or transform students' access to the internet by utilizing these resources to enhance the relationship and interaction between students and teachers. Regarding this relationship between teachers and ICTs in the classroom, Santos and Hetkowski state that:

The teacher, through their actions, is able to position the school within society and bring society into the school through ICTs. The teacher is the subject responsible for articulating oral, written, and digital languages, imbuing, along with their students, information with meanings and interpretations, and reshaping them into a horizontal process in which learning occurs through mediation and the weaving of knowledge historically constructed by the collective (Santos & Hetkowski, 2012, p. 194).

### 1.2.3. The Influence of the Internet on Writing

Diniz (2020) clarifies that the reading profile in Brazil mostly belongs to social classes A and B. Women read more than men. Pre-adolescents aged 11 to 13 are the group of readers who have the most contact with books. As people age, the time spent reading decreases. Many people justify that they do not have time to read. With the advent of the internet, access to reading became easier for all social and age groups, as the digital world offers a vast amount of reading material. However, this same digital reading world, so accessible, is often only engaged with to fulfill an educational requirement (Diniz, 2020).

According to Diniz (2020), the internet can offer a vast world of access to reading, but it has become synonymous with speed and agility. Therefore, in a world with less time to read or write, people have developed a different style of writing in the digital space, which is absorbed when there is a need for conventional writing.

The digital environment has led to a change in people's routines. The urgency and speed with which things must be created have given rise to a new form of writing, which does not always follow a standardized norm. This creates a conflict between students and teachers. Araújo (2017) argues that the use of writing on the internet is part of two important areas of analysis. The first is the use of a new, abbreviated, and common language in the online world. The second concerns how, within a traditional educational system, this new writing practice could be integrated as a source of study, without prejudice or disregard from the educational institution.

## 2. METHODOLOGY OF THE STUDY

The methodological framework of this research is outlined through scientific procedures. This

study is descriptive in nature, with an exploratory character and a qualitative approach, using semi-structured interviews as the data collection technique, administered to teachers and students from Secondary Schools in Mozambique, specifically students from the 12th grade.

This research involved thirty-one (31) participants, including sixteen (16) students of both genders from different schools attending different sections, five (5) principals from ESEMZ<sup>1</sup>, and ten (10) teachers from the same school, also of both genders, located in the southern region of Mozambique, specifically in the Gaza province. The research was conducted between February and March of 2024. The research project was approved by the Department of the Bachelor's Degree in Portuguese Language Teaching, the Research Committee, and the Catholic University of Mozambique. The conduct of this research was preceded by its officialization, which was done through a presentation by the authors to the ESEMZ management, accompanied by a credential, an official document issued by the Academic Registration Department, in this case, of the Catholic University of Mozambique, to avoid any hindrances for students, teachers, and researchers in the fieldwork and data collection process.

The phases of the interview, which is the data collection technique, consisted of recording information with the purpose of illustrating it in the chapter on presentation, analysis, and discussion of the results.

Additionally, the use of the semi-structured interview ensured the research's efficiency in obtaining data from various interlocutors who possess diverse categories. In this case, the teachers provided their insights regarding their students in the context of the misuse of the internet in communication and writing among high school students, specifically in the 12th grade, and how such misuse can lead to negative consequences. For the students, it was also possible to identify some issues they face due to misuse. While the use of the internet is beneficial for students, it is necessary to adopt strategies to mitigate its misuse in the school context.

Other ethical considerations followed include voluntary consent and participation in the research, ensuring anonymity, and maintaining the confidentiality of the information collected. The identification of participants throughout the text is done using letter and Arabic number codes, for example, "E" followed by an Arabic number, according to the sequence of their participation in the research (E1 = Interview 1). To differentiate between the responses of teachers and guardians, the label "EP1" (Interview with Teacher-1) and "E.Alu" (Interview with Student-1) is used. Finally, a copy of the research report will be made available at the investigated school.

The techniques for data procedures and analysis are classified into three (3) categories, namely: pre-analysis, material exploration, and presentation, analysis, and discussion of the results. Pre-analysis: This stage focused on describing the information provided by the participants and analyzing whether it aligns with the research questions. Material exploration: The objective here was to review existing research on this issue to provide scientific support in the literature review chapter and the discussion of results. Analysis of results: This involves cross-referencing the scientific literature with the testimonies provided by the study participants.

---

1 Secondary Schools of Mozambique.

### 3. PRESENTATION, ANALYSIS, AND DISCUSSION OF RESULTS

In this chapter, the presentation, analysis, and discussion of data collected from secondary schools in Mozambique on the influence of internet communication and writing on high school students (12th grade) are provided. Therefore, regarding the collected data, all information obtained from the interviews with thirty-one (31) participants was processed. For a clearer presentation, analysis, and discussion of the results, the order of the pre-established research questions will be followed, as outlined below:

- What is the influence of internet communication and writing on high school students?
- What factors impact the writing skills of high school students due to the use of internet communication?
- What strategies can be proposed to improve the use of internet communication and writing among high school students?

First, the profile of the participants is presented, followed by the results related to the teachers from ESEMZ. Finally, the data from the surveyed students are presented in order to explore their perceptions regarding the influence of internet communication and writing on high school students (12th grade), where they share their ideas and beliefs.

#### 3.1. Profile of the Participants

This study involved thirty-one (31) participants, including sixteen (16) students of both genders from different schools attending various grade levels, five (5) principals from ESEMZ, and ten (10) teachers from the same school, also of both genders, located in the southern region of Mozambique, specifically in Gaza Province.



Table 1: Socio-Demographic Profile of the Participants

TEACHERS					
Participants	Age	Gender	Education	Years Of Experience	Grade Level
EP-1	37	M	Bachelor's in Geography Education	7	12th Grade
EP-2	35	F	Bachelor's in Educational Psychology	3	12th Grade
EP-3	50	M	Bachelor's in Biology Education	12	12th Grade
EP-4	42	M	Bachelor's in History Education	9	12th Grade
EP-5	37	F	Bachelor's in History and Geography Education	6	12th Grade
EP-6	29	M	Bachelor's in Portuguese Language Education	2	12th Grade
EP-7	35	M	Bachelor's in Portuguese Language Education	6	12th Grade
EP-8	26	F	Bachelor's in Portuguese Language Education	3	12th Grade
EP-9	47	F	Bachelor's in Portuguese Language Education	12	12th Grade
ALUNOS					
Participants	Age	Gender	School Sections	Grade	
E.Alu-1	19	M	Letters	12th Grade	
E.Alu-2	18	F	Science with Biology	12th Grade	
E.Alu-3	24	F	Science with Drawing	12th Grade	
E.Alu-4	25	F	Letters	12th Grade	
E.Alu-5	20	M	Letters	12th Grade	
E.Alu-6	20	M	Letters	12th Grade	
E.Alu-7	20	M	Science with Drawing	12th Grade	
E.Alu-8	18	F	Science with Biology	12th Grade	
E.Alu-9	20	F	Science with Biology	12th Grade	
E.Alu-10	25	M	Science with Biology	12th Grade	
E.Alu-11	19	M	Science with Drawing	12th Grade	
E.Alu-12	19	M	Science with Drawing	12th Grade	
E.Alu-13	23	F	Letters	12th Grade	
E.Alu-14	24	M	Science with Biology	12th Grade	

Source: Research data from ESEMZ, 2024.

### 3.1.1. Presentation and Analysis of the Results from the Interview Conducted with ESEMZ Teachers

In this section, the teachers' testimonies regarding the research topic are presented, with the aim of addressing the research questions, the study problem, and the specific objectives of the study, in alignment with the reality experienced in the field of study, in this case, at ESEMZ. Therefore, these testimonies are presented in the form of the texts below.

### 3.1.2. Teachers' Perception of the Influence of Internet Communication and Writing on High School Students

In this section, the aim is to explore the differing opinions of teachers regarding the issue under study, focusing on the identification of the influence of internet communication and writing on high school students (12th grade) in secondary schools in Mozambique.

In your view, what is the influence of the internet on student communication and writing? According to the results obtained in the field, it is clear that the digital world, characterized by rapid and interactive communication, cannot fully accommodate a traditional, standardized language. The fact is that interlocutors need to convey information quickly, which would be hindered if the writing model adhered strictly to the formal, cultivated version of the language. Therefore, it is up to the teacher to bring this digital language into the classroom and engage students in reflection about it. After all, the use of abbreviated language with minimal characters and emoticons is merely a response to the demands of the internet for speed. As evidenced by the following testimony from EP1, 9, and 8:

In my view, I perceive that the internet and communication are often considered to have a negative influence on students, due to the way they maximize the use of these mediums. This occurs to the extent that students limit themselves in developing their ability to engage with knowledge that would benefit their academic learning (EP1, date: 08.02.2024).

In fact, these means of communication are important for the educational development of our students, as this is the phase in which students should learn the essence of using communication and digital media. However, what we have observed in the school context is that they are exposed to many abnormalities that do not align with the development of knowledge to be applied in their academic and social lives, but rather contribute to harassment, bullying, and other irregularities (EP9, date: 08.02.2024).

As a Portuguese Language teacher, I perceive that the internet, in terms of communication and writing, has become a medium that influences various writing issues and even communication itself. Today, students face several challenges in written production as well as in communicative expression. We have witnessed numerous concerning scenarios among 12th-grade students, such as serious spelling mistakes, the excessive use of popular slang in both oral and written communication (EP8, date: 08.02.2024).

According to Diniz (2020), words in internet communication tend to converge toward a simplified form of writing, such as “aki” for “aqui” or “pq” for “porque,” among many others. While these forms convey the intended message to interlocutors, they do not adhere to the standard language norms. A blog post featured an image that illustrates how this type of communication occurs in the digital environment.

Melo and Santana (2017) argue that it is important to make it very clear to students that the language used in digital media should not be employed in conventional writing. Although it conveys the intended message, it violates a set of rules and norms of the language itself, which is governed by a scientific framework. The internet is used to deliver lessons—how often? As evidenced by the testimonies below:

Since I began my professional career as a Portuguese language teacher, I can affirm that I have used the internet and social media platforms to deliver lessons. This occurred during the COVID-19 pandemic, when the social context at the time required such an approach. However, even so, it was not very productive when considering the changes and adaptations to new digital teaching tools, both for me and for the students (EP5, 6, 7, 8, 9, date: 08.02.2024).

Indeed, I use the internet to deliver lessons. Since the COVID-19 period, I have guided my class to create a group on the WhatsApp platform, which I use to share reading materials. My colleagues and I (EP2, 3, 4, 5) find this approach productive, as it facilitates access to notes and streamlines classroom management and dynamics. In subjects like Geography, for example, it is often necessary to share images, such as those of rocks or types of soil.

Indeed, I frequently use these internet tools to enhance classroom dynamics. In the subject of Biology, for instance, I share images with my students, especially when discussing topics like the human skeleton, as it is important for students to visually identify the types of bones I am referring to. Another factor that leads me to use the internet is the lack of certain teaching materials needed for effective classroom dynamics (EP3, date: 08.02.2024).

Based on the results of the testimonies above from the participants, it is clear that teachers must always reflect on their teaching practices and, above all, be open to new challenges, staying updated in order to pass on new knowledge to their students. In this regard, the extension course on the use of ICTs in education was essential for all participants involved, as it facilitated the acquisition and development of new knowledge.

Lins (2013) clearly explains that a teaching approach based on a traditional and mechanical model would only exacerbate social inequalities among students. He argues that the changes brought about by globalization and technological innovations require shifts in the very structures of education. This is because it is evident that educational institutions still display a certain resistance to the new contexts emerging in society, which impact how students behave, interact, seek knowledge, and engage in literacy.

### 3.1.3. Methods/Strategies Used by Teachers to Mitigate the Use of Internet Communication and Writing Among High School Students

What is your preferred method for guiding lessons with students (methods such as writing notes on the board or dictation)? Justify why. In order to provide students with exposure to new textual genres that are essential for their development, educational institutions must move away from teaching that is solely rooted in mechanical and ineffective approaches. It is also necessary to embrace digital teaching methods, which are already deeply integrated into people's daily lives, yet their use remains limited in educational spaces.

The participants also emphasize that these media resources capture students' attention more effectively, leading to a greater acquisition of new knowledge. As evidenced by the following testimonies:

Honestly, I place a lot of emphasis on dictation and having students transcribe notes on the board, as I believe this is the best method for guiding lessons in the Portuguese language. This approach serves as a tool to assess how students write, in terms of difficulties with spelling certain words, and also allows me to evaluate their handwriting—whether they produce legible texts or not (EP7, 8, and 9, date: 08.02.2024).

I often dictate notes and occasionally provide reading materials, considering that the Psychology course is dynamic. When students struggle to write certain words or names related to the subject, I am required to write them on the board (EP2, date: 08.02.2024).

If the Ministry could provide some equipment for the computer lab, it would be of great value in implementing strategies to improve writing and communication skills among students (EP7, date: 08.02.2024).

I believe in encouraging the school to provide some teaching materials for Portuguese language instruction, such as text-modules, and to adopt strategies for preparing students for reading through methods like deconstruction, joint construction, and individual writing (EP8, date: 08.02.2024).

I suggest that Portuguese language teachers implement dictation exercises and copywriting guidance to help students improve their writing skills and control over their communicative forms (EP2, date: 08.02.2024).

In this regard, Portuguese teachers should assess which students are facing writing difficulties and adopt strategies to address these challenges (EP5, date: 08.02.2024).

As pointed out by Carmo et al. (2016), the digital medium has brought about a change in people's daily routines. The urgency and speed with which things must be generated have given rise to a new genre of writing, which does not always adhere to standard norms. This creates a conflict between students and teachers. What are the contributions and implications of internet use in your professional life, particularly in relation to students (in communication and writing)? As evidenced by the following testimonies:

For my Biology course, it is very important, as it helps students to have a more realistic understanding. For example, when I talk about the physiology of the nervous system or even the physiology of the human skeleton. However, with the permission to use the internet in the classroom, there is a risk of students diverting their attention, as they tend to focus on social media rather than paying attention to the lesson (EP3, date: 08.02.2024).

We have been facing serious difficulties with students' writing, such as: not knowing how to spell and accentuate words correctly, leaving out certain letters, the emergence of signs associated with dyslexia, poor communication due to the use of slang, and a lack of knowledge regarding proper forms of address (EP7, 8, and 9, date: 08.02.2024).

I use the internet to facilitate the enhancement of knowledge, but for the students, at times, it becomes a tool for diverting attention. There is another factor that has been repeatedly observed in the context of writing, which I sometimes question my colleagues who teach Portuguese: how they have been working with the students, given that they write very poorly on tests (EP5, date: 08.02.2024).

Students have been misusing these resources. The use of the internet is an educational tool designed to enhance human cognition and improve learning; however, for these students, it has led to disruptive behaviors that negatively impact the student-teacher relationship and the teaching-learning process (PEA). Due to the improper use of digital resources, a small diagnostic assessment revealed that what I initially thought were signs of dyslexia in some students turned out to be a lack of writing and communication skills (EP2, date: 08.02.2024).

In light of the testimonies from the participants, it is essential that schools and teachers develop strategies for reading and writing, making use of audiovisual and media texts, among others, in order to engage with the students' world, as they are immersed in the use of virtual language. According to Lins (2013), the smartphone emerged, and the internet became an even larger part of people's daily routines and work. Social media expanded, cloud computing emerged, digital TV came into play, and everything we know today through various electronic devices with internet access began to take shape.

### **The Impact of Internet Use on Students' Writing Skills**

How can the influence of internet use impact students' writing skills? The research results clearly highlight the importance of continuous education, which I strongly advocate, understood as a particular process of knowledge appropriation that requires determination, transformation, and organization to result in a new way of being a teacher. However, at the time referenced, I found the use

of the WhatsApp application appropriate for both myself and the students, as it is an easily accessible tool available to everyone. As evidenced by the following testimonies:

Improper use of the internet impacts communication and writing skills, socialization difficulties, mental laziness, and a lack of imagination, which hinders the ability to think. In summary, the misuse of these resources leads to challenges in the occurrence of the teaching-learning process (PEA) (EP2, date: 08.02.2024).

The use of the internet impacts writing skills, communication, and the development of students' intellectual abilities today (EP7 and 9, date: 08.02.2024).

We have observed several problems related to learning outcomes due to the unnecessary use of these resources, such as students' dependency on the internet to complete school tasks, among other issues (EP9, date: 08.02.2024).

The results also illustrate that the school lacks the necessary resources that could support teachers in mitigating the writing issues arising from the use of internet communication. As evidenced by the following testimonies:

Given the challenges we face from the ministry itself, the school lacks the capacity to provide resources for improving students' writing skills. As Portuguese language teachers, we resort to traditional teaching methods and creativity to enhance students' writing, such as: evaluating notebooks, dictation exercises, guiding students to copy texts, and encouraging them to visit schools with libraries (EP7, 8, and 9, date: 08.02.2024).

This is a seven-headed dilemma in this school, because we don't even have teaching resources for the Geography department to guide the lessons. Even the computer lab lacks equipment for conducting ICT classes. In the case of the Biology subject, there are no teaching resources available that correspond to this discipline. Therefore, the school is unable to provide the necessary conditions for internet access and communication (EP1 and 5, date: 08.02.2024).

In fact, the school does not provide the conditions for using the internet to improve writing skills, and the situation is even worse for this aspect of writing. Even for teaching resources in subjects like History or Biology, we do not have the necessary resources, nor do we have the appropriate level of Portuguese language resources (EP2 and 4, date: 08.02.2024).

From Lins' (2013) perspective, the discomfort mentioned arose from the need for the teacher to step out of their comfort zone and (re)invent themselves in order to use ICTs to deliver a clear and precise explanation of the content to their students. To achieve this, it was necessary for these resources to be appropriated not only by the teacher but also by the student, who, in the comfort of their home, whether in the city or the countryside, would receive the teacher's explanation clearly through some form of media resource.

### 3.1.4. Students' Perception of the Influence of Internet Communication and Writing on High School Students

In your view, what do you understand by the influence/contribution of the internet on writing? The participants add that "it is necessary to use media texts as a tool to improve teaching, as such texts generate more interest among students and promote greater interaction among them." This statement aligns with one of the objectives mentioned earlier by Libâneo (2006), who discusses how the use of technology can foster greater interaction. As evidenced by the following testimonies:

The internet is the medium we use daily to access information or learn something. For me, it contributes positively to my writing (E.Alu-1, date: 09.02.2024).

With the internet, we obtain valuable information from outside, from the world beyond, we get to know different cultures, and we can learn many languages through the internet (E.Alu-14, date: 09.02.2024).

The school helps me, especially when I do homework; it helps me understand difficult words (E.Alu-2, 3, 4, 5, and 6, date: 09.02.2024).

Another important point about the use of media texts in teaching is highlighted by the participants, who reveal that “content through media is effective because they already use these tools in their daily lives, and they feel more motivated to study. This makes them feel that what is being taught is more meaningful to them.” In light of this, it is necessary to reflect on how teachers should appropriate these contents for use in the classroom. This implies that, first and foremost, there needs to be adequate planning, whether for incorporating them into daily activities or in the form of pedagogical projects. Recalling what Rojo (2013) stated, it is the responsibility of schools to prepare students to become more digitally literate. That is, it is essential to ensure that teachers are trained and equipped to use ICTs in teaching. As evidenced by the following testimonies:

I use the internet almost every day I have classes to look up the answers provided by the teacher in class, especially in subjects like Geography, Biology, Chemistry, and even Agriculture (E.Alu-8, date: 09.02.2024).

As a 12th-grade student, it is important to know and use the internet not only for communication on WhatsApp but also to consult information related to the lessons, whether inside or outside the classroom (E.Alu-10, 11, and 14, date: 09.02.2024).

I use the internet every day, both at school and at home. I use the internet to communicate with many people from various locations. For my studies, internet communication has been very helpful as it facilitates my learning, although I get very interested in social media (E.Alu-12 and 13, date: 09.02.2024).

In this sense, we align with Rojo’s (2013) ideas. The author states that: if contemporary texts have changed, the skills and abilities required for reading and producing texts in order to participate in current literacy practices cannot be the same. Today, it is essential to address hypertextuality and the relationships between various languages that make up a text, which underscores the importance of understanding hypermedia texts.

### 3.1.5. Factors Impacting High School Students’ Writing Skills Due to Internet Communication Use

If it were up to me, notes should be taken electronically because physical notes make me feel lazy about writing or copying. For me, the diversity of texts from media contributes significantly to the construction of knowledge. Therefore, it is essential for the teacher to use a variety of texts to enrich the lessons. (E.Alu-1, date: 09.02.2024).

I prefer that notes be taken electronically. Handwritten notes, especially printed ones, make me feel lazy about reading them. Also, the Portuguese teacher has said that we don’t know how to write. (E.Alu-2, 3, 4, 5, 6, 7, 8, 9, and 10, date: 09.02.2024).

Since the day when the teacher assigned me and my classmates to copy 8 pages, I started to dislike handwritten notes. This is because the teacher said I didn’t know how to write correctly. (E.Alu-10, 11, date: 09.02.2024).

E.Alu-14, date: 09.02.2024: Now I prefer dictation notes. Since I was assigned to copy 8 pages, I have greatly improved my handwriting and now write correctly. But before, I used to abbreviate a lot, and that was normal for me. For example:

ABBREVIATIONS	NORMAL WORDS	FREQUENT ERRORS	NORMAL WORDS
Vc	Você	Desevolvmeto	Desenvolvimento
Com	Com	Triangulo	Triângulo
Vmx	Vamos	Acao	Ação
Q	Que	portugues	Português
Pra	Para	Ministerio	Ministério
Fzr	Fazer	Prento	Preto

E.Alu-12, date: 09.02.2024: I don't like dictation for notes because they say I misspell words and that I am not a good calligrapher. They even say that this affects my way of communicating.

Participant E.Alu-1 understands that the diversity of media texts contributes significantly to knowledge construction. Therefore, it is essential for the teacher to use a variety of texts to enrich the lessons. Another aspect that stood out in the participants' responses was the distinction regarding the use of media texts, because, in addition to being rich material, they make the lessons more engaging. One explanation for this is that many of these texts are present in the students' daily lives.

Based on the responses provided by the participants in the testimonials above, it is clear that everyone believes digital technology is the way to expand knowledge and can also facilitate communication and interaction between students and teachers. It is a means of democratizing education when technological resources are used efficiently and thoughtfully. According to Bettega (2004, p. 16), technology should serve to enrich the educational environment, fostering the construction of knowledge through active, critical, and creative engagement from both students and teachers. Indeed, technology in schools offers countless possibilities for new methodological practices, new forms of interaction, and learning. This underscores the importance of ensuring that everyone has access to technologies in a democratic manner.

The contribution of the internet, as well as its consequences, is viewed from the perspective of each participant and the purposes of internet use. The following testimonials illustrate this:

The internet contributes greatly to my daily life because I make online sales and it also helps me study. It makes the lessons more engaging. It facilitates access to information and provides more content available for studies (E.Alu-3, date: 09.02.2024).

The internet is very useful for my education, though sometimes I misuse it, which leads to consequences. For instance, I engage in bullying and get distracted in class because I chat with my friends on WhatsApp and focus on things unrelated to the lessons. As a result, the internet becomes a negative consequence (E.Alu-3, 4, 5, 6, 7, 8, 9, 10, and 11, date: 09.02.2024).

The use of the internet contributes to many good things, such as accessing school-related information and having some electronic books (E.Alu-13, date: 09.02.2024).

Undoubtedly, the use of technology in the world, and especially in schools, will serve as a support for disseminating more information and knowledge. According to the responses provided by the participants, it is clear that the use of this media material enhances students' interest and participation in the classroom. This is because they already use these texts in their daily lives, but in

order to fully understand them, they need the teacher’s intervention. Participant E.Alu-3 adds that “it is necessary to use media texts as a tool to improve teaching, as these texts spark greater interest in students and promote more interaction among them.” This statement from the participant aligns with one of the objectives previously mentioned by Libâneo (2006), who notes that one of the possibilities of using technology is that it can foster greater interaction.

### 3.1.6. The Influence of the Internet on Students’ Writing

Through the testimony below, it is evident that there is a better understanding among students regarding the application of digital tools in the teaching of Portuguese. Furthermore, during the course, participants were able to engage in innovative practices, such as using media like podcasts, blogs, and other resources that are considered relevant for mediating and interacting more effectively with students in the classroom. As attested by the following testimonies:

Yes, I have had, and still experience, a significant negative influence from the internet on my academic performance, as mentioned earlier. I have problems with written production. The internet contributes greatly to my daily life, as I make online sales and it also helps me with my studies. However, due to my incorrect use of the internet, I ended up experiencing a negative impact on my writing. As a result, the teacher assigned me to write four pages of the following words: “development,” “you,” and “black.” Example:

INCORRECT WORDS	CORRECT WORDS
Vc	Você
Desevolvmeto	Desenvolvimento
Prento	Preto

E.Alu-12, Date: 09.02.2024: “I have made serious errors in writing due to the influence of typing on the internet or social media. This has been noticed in me and other colleagues. For example:”

INCORRECTLY CONSTRUCTED SENTENCES	CORRECTLY CONSTRUCTED SENTENCES
Fala pra o Joao que n vou bazar pra school	Diga ao João que não irei à escola
Va-má para o creeb broo	Amigo! Vamos para casa
O profe faltou na escola hj	O professor não veio à escola hoje
Aquel cell é like não perde rede	Aquele celular não perde a frequência telefônica

“Let’s say that the internet had a negative influence on writing. One of the factors I believe worsened this was the COVID-19 period, because the classes were online, which ended up developing the habit of relying on the internet as the only resource for studying.” (E.Alu-8, Date: 09.02.2024).

“Students already use it to communicate, exchange information, and as a means of entertainment. However, recently, teachers have been using it to stay in contact with students outside the classroom, thus providing greater interaction with their students and facilitating the exchange of information and





content. It is being used to clarify doubts and as a means to facilitate the teaching-learning process. (Kochhann, et al., 2015). However, using a digital tool, such as a podcast, could be of great value for learning. Regarding this, Jover-Faleiros (2013).”

### 3.1.7. Impact of the Internet on the Development of Writing Skills

Regarding this interaction between the text and the reader, it is well known that the use of digital resources in classrooms is essential, as they make lessons more engaging, enabling content to be delivered through creative strategies. However, the correct tools must be employed to address the needs of young learners, with the goal of promoting more meaningful learning. As evidenced by the participants’ statements:

The internet has significantly hindered my writing skills, as there are several words I misspell and sometimes I have to consult my phone (E.Alu-7,8,9,10,11, and 12, date: 09.02.2024).

E.Alu-12, date: 09.02.2024: As for my writing, it was indeed affected, because some of the errors I make in writing required intervention from the Portuguese teacher. I made spelling mistakes during the geography test, such as:

SPELLING ERRORS	CORRECT WORDS
Desevolvimeto	Desenvolvimento
Desidade populacional	Densidade populacional
Roxa	Rocha
Catografia	Cartografia
Motanhas	Montanhas
Carater biogeografico	Caráter biogeográfico

Due to the improper use of the internet, I have experienced significant setbacks in my writing errors, which I aim to overcome this year so that I do not face the same issues when I am in college (E.Alu-10,11, 13, and 14, date: 09.02.2024).

It should be noted that the use of technological devices must be present in the educational context, particularly in the teaching of Portuguese, with the aim of engaging new readers. The use of Information and Communication Technologies (ICT) in Education, as discussed by Estabel and Moro (2011), highlights that ICTs offer numerous possibilities for communication, interaction, and social and digital inclusion. These technologies reduce time and costs while meeting a greater number of individual needs, becoming increasingly present and necessary, and assuming a significant role in educational, social, and personal development (p. 68).

## 4. CONCLUSION

The objective of this research was to understand the influence of the internet, communication, and writing on high school students (12th grade) in Secondary Schools in Mozambique. Having followed

the research process while respecting the scientific methodological procedures outlined in this study, it is clear that schools cannot and should not remain detached from the digital transformations to which the world is exposed. Overcoming the barriers of outdated educational paradigms is a significant step to be taken by today's educators. This can be achieved through the use of internet communication, as these technologies have the potential not only to transform students' learning experiences but also to assist teachers in exploring new pathways.

The following conclusions can be drawn from the results: students at ESENG use digital media in a negative way, both in the classroom and in their daily lives. Furthermore, these students are exposed to various issues related to writing, which hinder their communication skills. The study results, supported by the participants' testimonies, reveal that these students face challenges that could impact their academic life. Another factor identified in the research findings is the concern expressed by most teachers, which is the insecurity that students may possess more technological knowledge than they do. Portuguese language teachers need to continuously improve their skills to keep up with technological changes, setting aside their fears and reservations about change, and striving to overcome these barriers. By incorporating the internet into Portuguese language lessons—using it as a motivating tool for students' learning—teachers can utilize this resource in ways that make lessons more engaging. Through its daily use, this approach can transform the classroom into a modernized space that sparks students' interest in reading, fostering a new perspective on meaningful learning, particularly since this generation has grown up in the digital age.

## REFERENCES

- ARAÚJO, J. de M. S. **A influência dos internetês na escrita dos alunos do Ensino Médio da escola 19 de Julho**. 2017. 53 f. Dissertação (Licenciatura em Letras - Espanhol) – Faculdade de Ciências Sociais de Guarantã do Norte, Guarantã do Norte, 2017. Disponível em <https://s3-sa-east1.amazonaws.com/sophiauta/Letras/TCC+on-line/Joelma.pdf>. Acesso em: 2 nov. 2023.
- BETTEGA, M. H. **Educação continuada na era digital**. São Paulo: Cortez, 2004.
- BURKE, P. **Uma história social do conhecimento**: de Gutenberg a Diderot. Rio de Janeiro: Jorge Zahar, 2003.
- CAMPOS, C. L. da S. Tudo o que você queria saber sobre as salas de chat (bate papo) e não tinha a quem perguntar. **Boletim Clínico**, [S. l.], n. 8, 2000. Disponível em: <http://www.pucsp.br>. Acesso em: 5 out. 2013.
- CANÁRIO, R. **O que é escola**. Porto: Porto, 2005.
- CARMO, F. M. do. *et al.* **A escrita virtual e sua interferência na escrita convencional**. 2016. Disponível em [https://portal.fslf.edu.br/wp-content/uploads/2016/12/tcc\\_02-2.pdf](https://portal.fslf.edu.br/wp-content/uploads/2016/12/tcc_02-2.pdf). Acesso em: 13 fev. 2024.
- DINIZ, T. Retratos da leitura: um país que lê menos. **Itaú Social**, 2020. Disponível em <https://www.itaucultural.org.br/secoes/noticias/retratos-leitura-pais-le-menos>. Acesso em: 2 nov. 2023.
- ESTABEL, L. B.; MORO, E. L. da S. A mediação da leitura na família, na escola e na biblioteca através das tecnologias de informação e de comunicação e a inclusão social das pessoas com necessidades especiais. **Inc. Soc.**, Brasília, v. 2, n. 4, p. 67-81, 2011.
- FEY, A. F. A linguagem na interação professor- aluno na era digital. **Revista Tecnologias na Educação**, [S. l.], ano 3, n. 1, 2011.
- FRANCO, C. **Breve histórico sobre a Internet**. 2011. Disponível em: <http://www.moodlelivre.com.br>. Acesso em: 7 out. 2023.
- GARCEZ, L. **Técnicas de redação**. São Paulo: Martins Fontes, 2002.
- JOVER-FALEIROS, R. O prazer e o dever de ler: figurações de leitores e modelos de ensino da literatura. In: DALVI, M. A.; REZENDE, N. L.; JOVER-FALEIROS, R. (Orgs). **Leitura de literatura na escola**. São Paulo: Parábola, 2013.
- KOCHHANN, A. *et al.* O uso do whatsapp como possibilidade de aprendizagem: uma experiência no

ensino superior. **Educação e Linguagem: (re)significando o conhecimento**, [S. l.], v. 2. n. 1, 2015. Disponível em: <https://www.anais.ueg.br/index.php/semintegracao/index>. Acesso em: 2 fev. 2024.

LIBÂNEO, J. C. **Adeus professor, adeus professora? Novas exigências educacionais e profissão docente**. 9. ed. São Paulo: Cortez, 2006.

LINS, B. F. E. A evolução da internet: uma perspectiva histórica. **Cadernos ASLEGIS**, [S. l.], v. 48, 2013.

MARCONATO. Internetês. **Wikipédia**, 2013. Disponível em: <http://www.wikipedia.com.br>. Acesso em: 13 set. 2023.

MELO, E. A. de; SANTANA, F. P. A influência da linguagem da internet na escrita formal: uma pesquisa com alunos do 9º ano na cidade de Tobias Barreto-Se. **Revista Cadernos de Estudo e Pesquisa na Educação Básica**, Recife, v. 3, n. 1, 2017.

MONTEIRO, M. A. M. **A família, uma estratégia para o sucesso escolar**: estudo de caso com alunos do 2º ano do 1º CEB. 2015. Dissertação (Mestrado em Didática das Ciências da Natureza e da Matemática) – Porto, 2015.

NEVES, R. **Compreender e operacionalizar a transversalidade da Língua Materna na prática docente**. Belo Horizonte: Palavras, 2007.

PAPERT, S. **A máquina das crianças**: repensando a escola na era da informática. Porto Alegre: Artes Médicas, 1994.

ROJO, R. **Escola conectada**: os multiletramentos e as TICs. São Paulo: Parábola, 2013.

SANTOS, A. J. P.; HETKOWSKI, T. M. Políticas de formação do educador: uma reflexão sobre as TIC e software livre. In: NOVAES, I. L.; HETKOWSKI, T. M. **Gestão, tecnologias e educação**: construindo redes sociais. Salvador: EDUNEB, 2012. p. 179-201.

XAVIER, A. C. **A era do hipertexto**: linguagem e tecnologia. Recife: Editora da UFPE, 2011.