

Reading - writing and using digital tools in their acquisition



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Abstract

This paper aims to examine and analyze the strategies used for the acquisition of the first language (L1) based on two components, reading and writing. Learning to read and write is a crucial yet complex process that significantly contributes to students' intellectual development and lays a strong foundation for learning foreign languages. Therefore, exploring new methodologies and strategies can help in overcoming challenges in this area.

The traditional methodology of language learning (L1 or L2) often falls short of our expectations; therefore, there is a growing demand that technology, especially Artificial Intelligence, be included as much as possible in education and language learning in particular.

In recent years, there has been a significant shift in the application of AI concepts and mechanisms from higher education to the K-12 level. This transition appears to be a challenge for both teachers and students. If these concepts are more popular for learning foreign languages, we will try to assess the familiarity of Albanian language teachers with AI technologies. Are the teachers ready for the inclusion of AI in the teaching of the Albanian language? How well have they acquired digital skills? National strategies are prioritizing the use of technology in education, but how much are they used in the function of learning Albanian? How can we integrate AI in the first steps of mother tongue learning?

Through semi-structured interviews with teachers, students, and researchers, we will try to draw conclusions and provide recommendations.

Key words

artificial intelligence, language learning, mother tongue (L1), reading, writing

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