UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Bakalářská práce

Markéta Eve

Online technologies in the lives of primary school learners

Prohlašuji, že jsem bakalářskou práci zpracovala samostatně a použila jen prameny uvedené v seznamu literatury.

V Olomouci   ....   _____

                                                         Markéta Eve

Acknowledgement

I would like to thank my supervisor Mgr. Jana Černá for her helpful advice, recommendations, patience and time invested in me.

Abstract

This study is an investigation into the relationship between online technologies and English learning in primary school learners. The purpose of this work is to establish if specific uses of online technologies have any impact on English language learning. To this end, a survey involving 100 primary school learners was conducted to investigate which online technologies are popular amongst pupils and to demonstrate a possible correlation between them and knowledge of the language. The analysis also examined how netspeak expressions are understood by pupils figuratively rather than literally. From these results it may be stated that whilst students who use English with online technologies, use netspeak in their conversations, the same is true, albeit to a lesser extent, for those who do not use English with online technologies.

Annotation

This bachelor thesis provides insight into specific areas of learning English through online technologies in primary school learners. The theory deals with unintentional English learning, outside of the classroom and suggests that online technologies, specifically games, videos and netspeak could enrich English learning in the classrooms. The main aim of the practical part is to connect theoretical claims with practical findings.

Keywords

anglicisms, online technologies, netspeak, primary school learner, second language acquisition

Klíčová slova

anglocismy, online technologie , netspeak , osvojeni ciziho jazyka, žák prvního stupně

Contents:

Introduction

For better or worse, we cannot stop the progress of the online world on which our children are becoming increasingly reliant from a very young age. On the one hand we would like to encourage children to spend less time on devices whilst, on the other we see that the use of online technologies from a very young age is something we will probably have to adapt to.

This thesis, focused on the primary school learner, demonstrates some of the online technologies popular amongst pupils and determines how they are likely to influence English learning. I found inspiration for writing this thesis by working and communicating with young children on daily basis and it surprised me how much English they knew. These are not always standardly accepted English words but rather confidently used English words with Czech affixes.

There have been significant surveys carried out in this area, however they usually deal with one use of online technology. Not many studies cover the Czech primary school learner and their use of netspeak influenced by videos or online games.

This thesis consists of a theoretical and practical part. The first, theoretical part, deals with the different aspects of online technologies and focuses on the classification of the main subject of this thesis – the primary school learner. The question of second language acquisition at an early age, as well as motivations, are discussed. The theory part also provides insight into previous research related to this study.

The main aim of the practical part is to establish a connection between the online technologies used by primary school learners and the English they acquire. The simple questionnaire and further analysis explore whether chatting in English whilst playing online games influences the learner's speaking, if Czech pupils use netspeak in their everyday communication within their age group, and whether watching videos in English has an impact on speaking.

My personal findings combined with the theoretical literature will hopefully enrich the academic ground in the field of online technologies and English learning. I hope that teachers who read the work will be enthused enough by it to consider implementing online technologies in the classroom, using videos, gaming and the creative use of netspeak to update the learning environment, and not only for primary school learners.

THEORETICAL PART

Current state of knowledge

In recent years there has been increased interest in discerning the impact of online technologies on English learning. Various areas of online technologies such as digital and online games and video platforms exhibit idiosyncratic styles of communication. How this can be related to and perhaps utilized in English language learning is a timely topic. Before diving into new areas, the previous research needs to be examined to establish that which has been explored and the stones which remain so far unturned.

The research conducted by Sylvén and Sundqvist (2014) focuses on Swedish primary school learners of the age 10-11 with the main aim of finding out if there is a connection between the English used outside of school and the use of online technologies. The survey was based on a questionnaire and a language diary. To summarize some of their findings; the pupils dedicate more time to English outside of school than in school. Online and digital games were found to be played more in the English language because of the necessity of communicating, whereas watching TV and videos was popular in both languages. Another study, Prát (2018), which also employed a questionnaire, deals with the matter of computer games and its influence on English learning. His research also revealed the need for some English knowledge whilst playing games. The results of his survey discovered that one's vocabulary and pronunciation are improved by playing computer games. Nearly 90 percent of respondents between the ages of 15 and 26 agreed that playing computer games had a positive effect on their English. Similarly, research by Postic (2018) showed a positive influence of digital games on language learning. His questionnaire examined students between 11-15 and their attitude towards use of English through online games. It revealed several advantages such as a desire to look up needed vocabulary for the purposes of the game and remembering words and phrases through repetitive action. Another benefit of game playing, according to the provided responses, is the acquisition of natural pronunciation when the players are exposed to the audible cutscenes. A recent study by Rytych (2021) was aimed at interviewing students of a Pedagogical faculty in České Budějovice. The students were aged between 21 and 27, had intermediate level of English and many years of school experience in learning the language. More than half of the respondents attributed their level of English to the school environment. Nevertheless, many respondents also referred to learning and acquiring English through digital games. Rytych suggests further research with the participation of younger

respondents who are less experienced in the English language. He also recommends implementing online games into English classrooms. With the potential existence of a critical period in second language acquisition, games could be, according to Rytych, considered as a suitable acquisitional tool for younger children because of their attraction.

Research by Ningtiyas, Suryati and Ariani (2020) concerning a correlation between the intensity of watching English videos on YouTube and the senior high school students' listening skills showed a direct proportion between these two variables. The greater the listening intensity the better the listening proficiency. The instruments provided for this research were a listening test and a questionnaire about the intensity of watching You Tube. The results of this study suggest that videos can be used in English language classrooms as a motivating tool and as an instrument for developing listening skills. Another, similar study using another popular video platform, TikTok, is aimed at primary second language learners at the age of 11. In the research stage they watched and reacted to TikTok regular verbs videos made by the researcher. The second task was to complete a test on the vocabulary from on the video. The interview of ten respondents after the task concerned questions on the difficulty of the task and the usefulness of the TikTok videos for learning English. All the responses were positive in terms of improvement in post-test after watching the videos (Anumanthan, Hashim, 2022).

As found in previous studies, students tend to use English whilst playing and interacting in online games. Given that English is not their first language it could be revealing to look at the style of language which is prevalent in these environments. As previously researched, netspeak is a popular online communication style which has gained a foothold, and not only in a written form. There have been some studies conducted on netspeak and its use.

The analysis by Vynánková (2016) focuses on two generations, one group of teenagers 12-15 and adults 30+. The research reveals how age plays a prominent role in the form that internet communication takes. Additionally, it shows that YouTube was the most popular medium among both the teenagers and the adults who participated. In answer to the question as to whether the respondents recognize certain acronyms and abbreviations, Vyhnánková found that less than half of adults were familiar with the terms but the majority of the teenagers knew them. When choosing from the provided options for how they would say *Find on google* most teenagers chose prefix *vy* and a verb (*vygooglit*). Similar research conducted by Věchetová (2018) shows anglicisms and their influence on the Czech language. One of the

questions in her questionnaire dealt with what reason the participant would give for using anglicisms, with a greater number of the respondents answering that they could not remember the Czech word. Because most of these answers were by respondents between the ages of 10-30 the author expresses a worry that Czech language might be on the decline. Respondents stated they use English expressions when they play computer games or in cases where there is no Czech equivalent.

In conclusion, from the previous research, it is notable that there have been many surveys carried out in this field. The common interest of the authors was to discover the relation between online technologies and its impact on learning English as well as any positive effect on vocabulary and pronunciation. Videos and digital games enhance language acquisition not only outside of school, but their use is also suggested for the classroom.

Despite the amount of research found, each seems to be directed at only one use of technology, either games, videos or netspeak. Available studies that include Czech primary school learners and online technologies, such as online games, videos, and their use of netspeak, are notably lacking from the available materials.

1. The Primary school learner

Entering school means great change for a child. Perhaps it could be said that nearly every child looks forward to going to school before they experience what it entails. The child needs to be responsible for their actions and to learn to respect the rules and a new authority. This chapter defines the term 'primary school learner' using varied sources and qualifies the main actor in our topic of attention in this thesis.

Langmeier and Krejčířová (2006, p. 117-118) state that primary school age starts from the ages of 6-7 until the ages of 11-12. This period, sometimes called 'realism', is important for future development as the pupil has a need to understand the real world. In this stage, a child is eager to learn with little encouragement. This eagerness usually diminishes during the ensuing schoolyears. Another source presents this period as starting slightly earlier internationally. According to ISCED1 (International Standard Qualification of Education), primary education lasts from the 1st to the 5th grade. The beginning of compulsory schooling starts between the age of 5 and 7. Primary education is characterised as the beginning of systematic study such as reading, writing and mathematics (Průcha, 2000, p. 248). In more detail, Erikson (1963, p. 258-260) divides age range into eight life stages of psychological development. School age, between the ages of 6-12 is called 'industry-inferiority'. The child at this stage learns to gain praise by producing things and begins to develop a sense of pride in completing their work. They also develop a sense of industry by being successful in their own efforts but can feel inferior when the initiative is not encouraged. Matějček (1989, p. 225-229) also divides the age range but differently from Erikson. He splits primary school age into younger and middle school age. Younger school age, between 6-8, is a substantial life change and a time of adaptation to the school environment. One of the biggest changes is the crossover from play to learning, which is now the main activity. Middle school age from 8-12, also called a period of serenity and harmony, is a period of great biological and social changes.

Similarly, Vágnerová (1999, p.108) divides school age into early school age from 6-9, when a pupil acquires basic skills, such as reading and writing, and to middle school age until the age of 12 when social connection with their peers is important.

The authors agree that a primary school learner is a child between the ages of 6-12, is eager to learn and responds well to praise. There are many new things the primary school learner must learn and absorb, the main focus being on learning the three basic skills (reading,

writing, maths). The question of when to take on new subjects, such as foreign languages, is complex and much debated. This issue is discussed in the following chapter.

2. When to start learning a second language

There has been much debate and research to find an answer to the question of when to start learning a second language. This section will attempt to cover some of the arguments.

According to the Framework Education Programme for Elementary Education from 2007/2008, a foreign language was taught compulsorily from the third grade where English was recommended and preferred. Due to interest on the part of the parents, foreign language learning now takes place in even lower grades at some schools in the Czech Republic. The introduction of learning a foreign language begs the question of when the most effective time is to start, yet to effectively study a foreign language is not dependent on when it is started but rather, on a professional approach, regularity and how many hours are taught a week (MŠMT, 2013).

Discussed below, using the work of three studies, is the question of whether starting second language acquisition is suitable at an early age.

2.1. Second language acquisition at an early age

> *,,It shouldn't matter how slowly a child learns as long as we are encouraging them not to stop."- Robert John Meehan*

It is commonly believed that children at an early age learn faster and easier. This is often given as the reason why second language acquisition should begin as early as possible. If it is truly an advantage, or if indeed the children reach the same level later is a subject of discussion.

Early learning of a foreign language respects and supports the child's development in their cognitive, social, emotional, and creative aspects, giving them the opportunity to learn a foreign language as a means of communication. In the conditions of early school education, the teacher, when teaching a foreign language, has only an audio-oral channel supported by strong visual stimuli. The activities with which the teacher fulfils the goals of early learning are diverse and varied but fundamentally, they should be based on analysis of the children's cognition (Janíková, 2011, p.165). A child of a young age encounters another language code when they

are already endowed with many rare gifts. In addition to innate spontaneity, playfulness, curiosity, enthusiasm, willingness to imitate or being unencumbered by previous failures, the child also brings a biologically conditioned, mechanical memory. Paradoxically, the reduction of perception can also be considered as another advantage for learning the psychology involved in the linguistic codification of things of a concrete nature. Specific ideas about things around the child allow the educator to work on development, after naming the immediate surroundings that the child is interested in and those things with which they have personal experience (Janíková, 2011, p. 168). Crystal (1997, p. 375) believes that early language learning can work only if it is set in optimal learning conditions. It necessitates qualified teachers and well-developed teaching methods related to the child's cognitive level. Insufficient follow-up between primary and secondary school can lead to effort of no avail. Unfortunately, points out Crystal, many early language learning projects end with disappointment, and it is common that the children who start learning a language at a later age, keep up with the early learners. However, Matějček (1989, p. 146-7) mentions that many parents teach or provide English learning for their children at a very early age. They believe that knowing one or two foreign languages is a great advantage for a person today. The other assumption they make is "the earlier, the better". This assumption, according to Matějček, is far from being acceptable. In fact, the question of when the most suitable time is very much applies here. The approximate age to start a second language is around the age of 10-11 when one's own mother tongue is already perfectly developed and when the child's intellectual development has good prerequisites for mastering a new language system, a mature memory, the ability to understand general relationship and rule, a developed vocabulary, and a mature ability to acquire information. This period for starting to learn foreign language should not be missed.

Therefore, starting to learn a foreign language early is beneficial only when supported to a high degree throughout the years of schooling. The cognitive levels of the child must be considered as should other aspects such as social, emotional, and physical. It is with this complete, somewhat holistic approach that the benefits of an early start in a second language could be brought to the child. If this is not adhered to, then an early start is of debatable value.

2.2. Nativelike pronunciation

Perhaps it is not as important to sound like a native but more important simply to be understood. The question arises whether pronunciation, close to nativelike or even sufficiently functional as a second language speaker, should be introduced to the learner at the earliest point.

Looking at the research it is evident that, in fact, language learning from the point of pronunciation should be aimed at primary education from the earliest possible time. Spolsky states that, *"The younger one starts to learn a second language, the better chance one has to develop a nativelike pronunciation"* (1989, p. 96). There is something called a critical period which many authors seem to mention when referring to the crucial time in acquiring nativelike pronunciation. Brown points out that to sound like a native speaker, one needs to acquire a second language before puberty. Of course, there are exceptions to this, and some individuals possess the ability to acquire foreign accents, but the probability after puberty is greatly reduced (2007, p. 62). Long supports the same assertion, that the ability of achieving nativelike pronunciation decreases from the age of six and by the time the child has reached the age of twelve, they are unable to achieve this ability, regardless of positive stimulus and access (1990, p. 280). Fromkin mentions a phonological "sensitive period", which is the shortest period of all the aspects of learning the second language. To obtain nativelike pronunciation, it is important to be exposed to a second language at a young age (2013, p. 435). The critical period, a limited period during which nativelike phonological acquisition can occur, is usually believed to end around the time of puberty but could be even earlier depending on the focus of study. The acquisition of pronunciation of a second language would probably end sooner than the ability to obtain vocabulary or grammar skills (Lightbown, Spada 2015, p. 93).

The authors drawn on advise an early start to acquire nativelike pronunciation, but this opens up the issue of how and if the available teachers are skilled enough to lead the children towards 'correct' pronunciation. It is possible to turn to some online and digital technologies which can take on some of the role in modelling pronunciation, thereby aiding the teacher and student.

3. Online and digital technologies

Online and digital technologies have increased in recent years and have become a significant part of our lives. Nearly every primary school learner in economically advanced countries has encountered digital and online technology or online communication and very few of them do not own a device of some kind. Education tries to keep up with this progress and needs to react to this trend.

Online and digital technologies, "*Refers to devices and services connected to the internet that afford flexible communication and connectivity for the user. Nevertheless, sometimes the conjunction 'and' is used between 'online' and 'digital' to include the reference to devices or experiences that do not afford or imply a connection to the internet*" (Igi Global, 2023). Popular examples of online and digital technologies are according to State Government of Victoria (2019) online games, social media, techniques, and equipment that produce and store data electronically. Since 2021, ICT in primary schools has increased by 2 hours from what was originally an hour a week. The aim is that pupils understand the basic principles of digital technologies. Through games, experiments and discussions, pupils get an idea about basic understanding of online and digital technology which is necessary for the 21st century (RVP ZV, 2021, p. 38). Digital technologies play an important role in education. Pupils use digital technology on a large scale, but the focus should not be solely on pupils being capable of using their knowledge appropriately in education but also in their free time, and they should be supported in digital literacy. Digital technologies should not be exclusively the domain of IT but should be integrated into all learning and become a part of the whole education. If the pupil does not have sufficient digital competence, access to digital technologies or internet connection, he is at risk of so-called digital exclusion (Fryč, 2020, p. 31-2).

The thesis is focused on the primary school learner and learning English through online technologies. As established, primary school age is from 6-12, thus suitable online technologies should be considered for such ages. This will generally involve play rather than intense academic study. Children are often already familiar with online games and activities outside of school and this fact can be utilised to the advantage of the educator. This is looked at below.

3.1. Online games and English learning

The focus here is socially oriented online games in which communication is happening with real people in real time. Popular with children, these are massively multiple online games (MMOGs) where social interaction takes place and foreign languages are often used by participants as a common lingua-franca.

Two important titles of such games are Roblox and Minecraft which could be considered as primary examples. These two games share some features, both are sandbox games which means they allow the players play freely with few limitations and to be creative. They teach children critical thinking and problem-solving skills instead of competing with other players. Other common elements are blocky graphics and being aimed at younger children. (Brightchamps, 2022). Both games are looked at in more detail below. In their study, J.Corredor and M.Gaydos interpret how gaming communities shape second-language literacy. In their opinion, although language learned through games is nothing like that learned at school, it is rooted in social context and is inextricably linked to identity development (2014, p. 103).

These games are primarily aimed to be used in one's free time and as entertainment, yet both games can also be used as a classroom tool by teachers and both have educational games, classroom materials and lesson plans.

3.1.1. Roblox

Roblox is a creative gaming platform, a library of online games, launched in 2006. Players can interact and communicate with each other. The age group covered by Roblox is broad, but 54 percent of users are under the age of thirteen. Roblox currently has 43.2 million active users per day worldwide and only 28 percent of those are based in the US and Canada. English is the primary language used among international players, although other languages are accommodated and common (Backlinko, 2022). Even when users may be communicating in their native language, slang, based on English and somewhat specific to Roblox, is frequently used and use of netspeak (e.g., *w8 = wait; GG = Good Game*) can be found in the forum (GameGrinds, 2022).

3.1.2. Minecraft

Since its creation by the Swedish Markus 'Notch' Persson in 2009, Minecraft has become the most popular computer game with over 140 million active players. Minecraft is suitable for players from seven years old and according to statistics, 68 percent boys aged 6-8 and 32 percent girls of the same age group play Minecraft. Interestingly, 80 percent of children play Minecraft in the company of other players (SEO, 2022).

According to Kopecký (2014), playing Minecraft broadens English vocabulary by acquiring common nouns and using them actively in the game. Language used in Minecraft is mainly slang and English words using Czech suffixes (*lag-ovat se*), prefixes and suffixes (*vy-trejd-ovat*) and abbreviations (*WTF = What the Fuck; BTW = By the Way*) that are used for brevity. Becoming familiar with online games and being able to talk to children about them can be beneficial for the teachers from a social standpoint as well as from the linguistic point of view. In a case study among future English teachers, one respondent stated: *"I just want to comment on Minecraft – it's an amazing platform where you can meet elementary school students, get closer to them, find out their interests and gain trust. I definitely plan to get acquainted with Minecraft's world or be trained by children. Even from this you can benefit when forming relationships with students"* (Černá et al., 2021, p. 42).

After examining the two games, Roblox and Minecraft share some features including the aspect of language use. They both use slang, elements of English and netspeak. It was suggested that the games could be an interesting tool for English teachers and building relationships with the pupils.

3. 2. Videos and English learning

Games are not the only way that children use online and digital technologies, of course.
Online video is an extremely powerful medium which could be said to have overtaken television among children. Some platforms have emerged as the leaders in this area. YouTube and TikTok, platforms with their now almost universal presence, can be put to use for the young language learner. There has been much use of film in classrooms, ever since projectors

became common devices. Technology moves ever onward, and it raises the question how today's young students experience video and its language.

Based on a study by Sanbrooks and Brown, children of 9-11 years old are active users of online technologies. The majority of the children studied divulged that they frequently post comments and videos on TikTok and YouTube, where they communicate with real or online friends (Griffin, Zinskie, 2021, p. 66).

3.2.1. Youtube

The first video on YouTube was uploaded in 2005 and since then YouTube has become one of the most popular free online platforms for watching and sharing videos with its more than two billion users. It is also the second most used search engine after Google (Mohsin, 2022).

YouTube seems to have emerged to be an alternative to traditional children's TV with a mass of popular videos, YouTube channels and live games. Youtubers have become children's present celebrities and have been greatly influencing their everyday communication. Czech youtubering is enriched by loanwords mainly from the English language.

Anecdotally, it seems common nowadays that children watch videos in English voluntarily, almost as if they were watching in Czech. Also, game players will often watch 'Let's play' videos to help them learn how to complete the games. This could be Roblox, Minecraft or any other popular software. These videos often use spoken English but can be in another language and online slang based on English is frequently used (Dezuanni, 2020, p.36).

3.2.2. TikTok

TikTok is another popular social media platform that includes English learning. It allows not only watching videos but also creating them. The advantage of short and snappy videos is attractive for younger users and short attention spans. As TikTok is multilingual, users create videos in their language as well as in English and it provides a good source of variable accents (Oxford House, 2020).

3.3. Motivation for English learning through online technologies

It seems natural that if a child is interested in something they are then motivated to understand it and learn more. Whether this idea holds water is shown below.

According to Kozlova (2021) from Cambridge English *"learners are most successful when they are motivated, free to learn from their mistakes, and take ownership of their own learning process."* Motivation and school results have a strong connection, and it is no surprise that motivated children learn better. Online games are a great way to help children be less worried about making mistakes, unlike the school environment. Also, Rudis and Postic believe that because playing games is entertaining and pupils do not feel forced and pressured by the school environment, playing games is a good method for learning a foreign language (2017, p.115). Additionally, Harmer suggests that pupils who want to learn outside of the classroom can do this through watching YouTube videos in English or taking a part in online games (2015, p.105).

The literature shows that motivation plays a very important role in learning a foreign language. This would also logically apply to out of school environments. How much of this language, that we find being used online is in the form of English is a pertinent question, as is whether it could be said to aid children in their English learning.

4. Language of the online world

The online world is one of communication that is often between people who do not know each other personally. English, as a lingua-franca, is the leading language of the online world.

According to Statista, *"As of July 2022, an estimated 34.6 percent of Steam gaming platform users worldwide used English as their main language. Simplified Chinese was the second most common language, spoken by 24.5 percent of users"* (Statista, 2022). The reason English has such an impact on communication around the world and has become a primary language of chat rooms is simply because English is used here as a lingua-franca and allows the chatters and texters to be creative (Crystal 2008, p.131). A lot of English happens in the online world and learners have their own reasons why they would want to use it. In fact, they could be considered internet ESL speakers because for them, the internet is an English Speaking 'country' (Harmer 2015, p. 4).

Expressive, informal language and slang is frequently used, some of which is introduced herein.

4.1. Anglicisms

The English language becomes part of people's daily lives without notice of its influence. As English is being used all around the world it inconspicuously assimilates into other languages. The English words used in other languages are called anglicisms.

An 'anglicism' is a word or phrase borrowed from English into a foreign language. Svobodová (2007, p.177) considers anglicisms or internationalisms as modern expressions which young people understand as an indivisible part of their mutual communication. In comparison with Czech expressions, anglicisms seem more powerful since computer terminology very often utilises English, therefore English expressions appear more suitable. Svobodová (2007, p. 182) continues with explaining the creation of verbal derivation as one of the basic ways of incorporating foreign languages acceptance into Czech vocabulary. In chat communication, verbs can be formed and morphologically adapted. The suffixes (*-ovat* and *-nout)* are added to verbs. The original spelling is either kept e.*g., chillovat, chatovat, killnout, helpnout (*from *chill, chat, kill, help)* or can have a graphically adapted form 'written as heard' e.g.*, lívnout, hejtovat (*from *leave, hate).*

These are used frequently in slang and informal communication between young people and children in chat rooms as well as in verbal communication. Often, this type of communication is referred to as 'netspeak'.

4.2. Netspeak

As the name implies, netspeak is a way of communicating on the internet. This atypical variation of language popular amongst children as well as adults is becoming part of the spoken form as well as written.

The dictionary defines netspeak as an internet language using acronyms, abbreviations and emoticons, and it is mainly used to save time whilst chatting on social websites or online games chat rooms (Urban dictionary, 2023). It has become popular with people of even very young ages. Crystal (2001 p.17) points out that netspeak, even though including the word speak, consists of writing and reacting to messages, as the internet is mainly for communicating in written form. Thurlow (2001, p. 287-8) similarly describes the term netspeak as means of communication all around the internet with the main intention - to be brief and save time. This way of conversing, usually between more than two people, is spontaneous, unforeseeable, energetic, influential and can be expressed as abbreviations and acronyms. From the phonological point of view, Wood, Plester and Bowyer (2009, p. 52) emphasise that use of shortenings (*bro = brother*), letter or number homophones (*4U = for you*), contractions with missing vowels (*pls = please*), initialisms (*BRB = Be Right Back*) could not be written and read without a phonological ability and awareness. Furthermore, Crystal (2008, p. 162) states that children would not be able to use abbreviations and texting language if they had not known how the language works and how the letters sound. In support of their argument, Wood, Plester and Bowyer (2009, p.53), assessed 63 children of age 8-12. However, the outcome shows that more mature literary skills are required for using texting language as the usage of abbreviated language increases concomitantly with age. As an interesting aside, the abbreviations (*OMG = Oh My God* and *LOL = Laugh Out Loud)* have now been officially added to the Oxford English Dictionary as these terms have reached the status of a widely used and understood expressions (CNN, 2011).

The authors agree that netspeak is a time saver and it is popular whilst communicating on-line. The users must be aware of sounds of the letters to be capable of playing with the language this way and age plays an important role in its writing, since older children have a more developed literary competence. It is of educational concern if this acceptance and widespread use of such terms presents a danger of deterioration of the language young people use.

4.2.1. Influence of Netspeak on language

Netspeak has become a speaking pattern among children and young people, and this could be a reason for a concern, whether netspeak could have a negative influence on English literacy.

Some scholars believe that Netspeak has a negative impact on English literacy and teachers should not encourage children to use netspeak. The study shows that children under 12 often use netspeak in their formal and informal writing as well as speaking. They do not find it as difficult to read netspeak as reading common words (Wahid, Farooq, 2022, p. 57). However, Crystal (2008, p. 151) refutes claims that using abbreviations and netspeak negatively influence the English language. He believes there is no evidence of children being unable to use 'correct' English when needed and refutes the assertion that English language would degenerate for this reason. There is no proof that the children's spelling skills are lacking. Quite the opposite, as he states in his other work, breaking the rules of formal English could be taken as a positive aspect, enabling us to play and to be innovative with the language (Crystal 2005, p. 2). In support of this argument, BBC educational journalist J.Burns reported on the study of a professor C.Wood, involving primary school learners. Instead of a negative impact on their language progress, *"texting can boost children's spelling and grammar"* (Burns, 2014). In another work, Crystal (2008, p. 128) asserts that there is an influence of the English language on other languages including the Czech language. With its non-phonetic spelling, the English language has good reason to play with letter and number homophones (*C U L8 = See You Later*) whilst Czech is not likely to do the same except with borrowed words and forms found in chat rooms and texts around the world. Nevertheless, there is some contradiction in what he states. In the same book, he presents a list of Czech abbreviations (*zpět =z5, nevím = nvm*) which are not based on English.

Since it seems that Netspeak can be considered to have a positive effect on the learner's English, or at least not a negative one, it would be interesting to explore how all of this can relate to a classroom.

4.2.2. Netspeak in the classroom

Communication on the Internet is a part of pupils' everyday life and netspeak is used in the written as well as in spoken form e.g., using abbreviations as full words – *OMG (Oh My God), WTF (What the Fuck), LOL (Laugh Out Loud)* or adding inflectional suffixes, e.g., *jdu šopovat (I am going shopping).*Therefore, the question is whether incorporation of netspeak could be used as a tool in the English language classroom.

As Stavfeldt (2011, p. 4, 11) believes, netspeak is finding its way up and teachers should try to implement it in their teaching projects. Pupils could feel more involved and empowered if the teacher introduces and works with some terms and words that children know and are familiar with from the computer games. According to research conducted by Jovanovic (2013) regarding the use of netspeak in English language teaching, some of the teachers already use netspeak in their teaching and they agree that netspeak could be used as a pedagogical tool in English teaching. Consequently, if children are oblivious to the difference between the internet language and standard English or if they struggle to write in proper English in the classroom, it is the teachers' responsibility to correct it and work with it (Crystal 2008, p. 165).

This could be seen as an opportunity to enhance a pupil's interest by covering netspeak as a tool within the English class and convert it from an informal element of the language into formal English.

PRACTICAL PART

5. Aim

The research part follows a theoretical part of the thesis, and its aim is to connect theoretical claims with practical findings.

A key inspiration for this research was working and communicating with small children daily in an educational environment. I noticed how they speak to each other and that they use many English words within sentences, sometimes clear English words and sometimes an expression that has an English root but Czech affixes.

It also follows Rytych's suggestion to aim the study at younger children, less experienced in English and to continue with research on their knowledge and use of netspeak (Věchetová, Vyhnánková) but directed on primary school learners.

The main aim of this project is to investigate the relationship between online technologies and English learning of primary school learners outside of the school environment.

5.1. Research aims

The main aim is composed of four research aims that are given for the aim to be met.
1. To explore pupils' use of English during in-game chats online.
2. To identify whether watching videos in English is associated with speaking.
3. To discover whether older pupils are more familiar with abbreviations than younger pupils.
4. To examine whether pupils know the Czech equivalent of a netspeak expression.

5.2. Research assumptions

Knowledge of abbreviations and use of netspeak were established as the area of study because online technologies are very popular amongst children, this language is necessary for playing online games and watching videos, chatting requires this language and the range of the previous literature points to this as being a less explored but important area.

RA1 - Pupils who do not chat in English during online games still use netspeak in communication with their friends.

26

RA2 - Pupils who do not watch videos in English still use netspeak in everyday communication.

RA3 - Older pupils are more familiar with abbreviations than younger pupils.

RA4 –Pupils are familiar with the equivalent meaning in Czech figuratively rather than literally.

5.3. Respondents

Research was conducted in the primary school in Šumperk, ZŠ Sluneční. Participants consisted of 100 pupils, 47 boys and 53 girls. There were 9 pupils engaged from the first grade, 20 pupils from the second grade, 24 pupils in the third grade, 25 pupils in the fourth grade and 22 pupils in the fifth grade. The numbers were quite equal apart from the first graders.
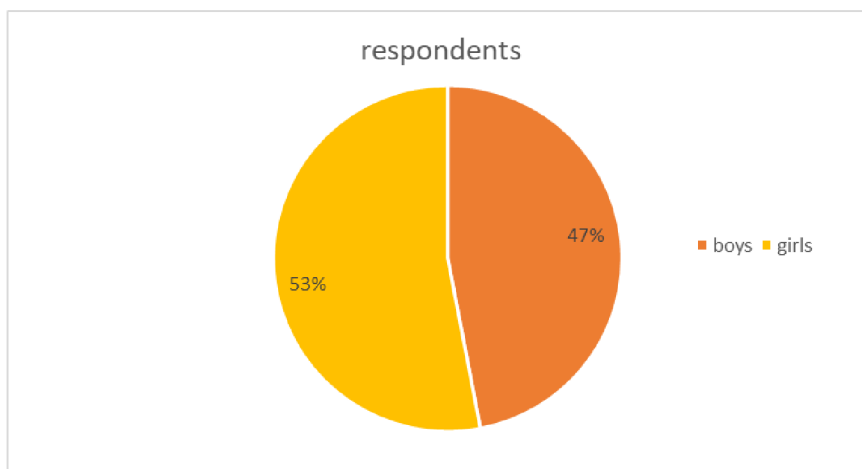
Figure 1. Gender of respondents

The respondents were pupils of the ages 6-12 attending the first to the fifth grade. Six and twelve year old children form the smallest groups because of the age limit in the first and the fifth grade.
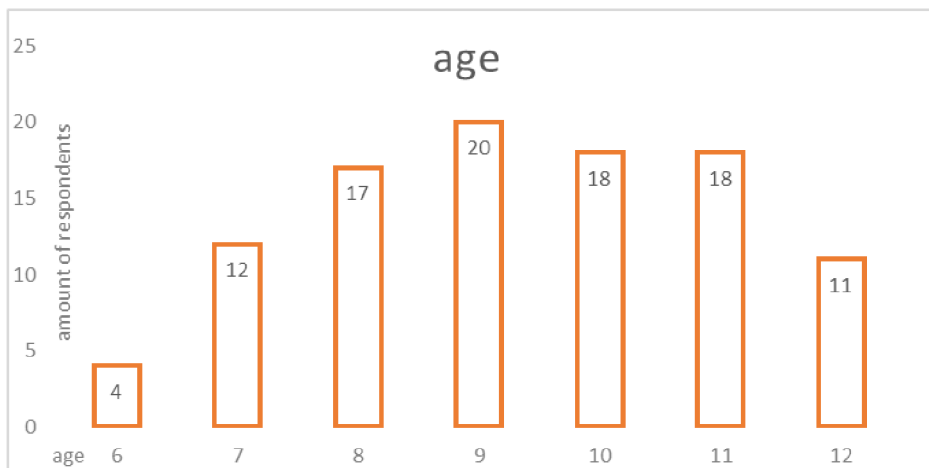
Figure 2. Age of respondents

5.4. Methods and instruments

Pupils' interests were investigated through a quantitative research method that gathered data with the help of a questionnaire.

According to Chráska (2007, p.164) a questionnaire is one of the most frequently used tools for obtaining data in pedagogical research. It involves asking questions and receiving answers in written form. It is important that the questionnaire includes clear instructions for answering with the goal being that respondents understand the task. It should be specific to the topic and relate to research aims. Gavora (2000, p. 100) recommends placing the easier demographic questions like age and gender at the end of the questionnaire with the assumption that the respondent may be tired of answering.

Bell (2007) suggests that for the validity of the responses, '*don't know*' answers are not recommended as children can choose the option when they are bored of answering or are not sure which answer is required from them. Visual images are on the other hand very effective and tend to usually bring out satisfactory results. This fact was borne out in the questionnaire. Children were excited and their interest grew after they saw the logos of the platforms which they are familiar with.

A common procedure of a quantitative study used in this research is pre-research. In this case it was a pilot study. Teijlingen and Hundley (2001) state that a pilot study can help uncover small deficiencies of the questionnaire and realize the research. This method helped me find how the questions should be formed. Because of the children's age and their

psychological development, I intentionally did not use Likert scale but dichotomous questions with *Yes* and *No* response. According to Moore (2013) younger children of are more capable of answering dichotomously than using a Likert scale format. The pilot study, in which I used a 5-point Likert scale to answer some of the questions, revealed that children had difficulty in answering them, prompting me to change the form of questions in my questionnaire. There were 10 children participating in the pilot study and this pre-testing helped to grade the questions to the cognitive abilities of young children.

The questionnaire used in this research is constructed of 7 questions and included two close-ended dichotomous questions, two demographic questions and two multiple choice questions. One short task invited respondents to show their own knowledge of a given expression.

I was able to hand the questionnaires in person and stay with the pupils whilst they filled them in. This ensured that I could explain instructions and that they could all fill the questionnaire without misunderstanding the task. Teachers were also present in the classroom during the activity. The whole process took around 20 minutes.

Of course, the first graders are not yet able to read or write so I addressed 9 children from the first grade who were attending the after-school club. Because of the time required, I verbally questioned them exactly in the wording of the questionnaire and wrote down their answers for them.

The data from the questionnaire was input into a prepared Excel project for analysis.

6. Result section

This chapter deals with research results of the individual questions from the questionnaire and stated research assumptions.

6.1. Analyses of questions from the questionnaire

The first question in the questionnaire is to find out in which online games pupils are most interested. This was a multiple question when pupils could mark more than one game. The games given were Minecraft and Roblox. They could also choose *another game* option if any. The option *I don't play games* was also provided. Because of the multiple-choice question, the total amount of responses is more than 100 percent of respondents. The most frequent game played is Roblox with 57 percent, Minecraft is at 45 percent. Other options pupils stated were Fortnite 10 percent, Fifa 3 percent, Mafia and GTA 2 percent. Others, but not specified, were 10 percent and the same score is for an option *I don't play games.*
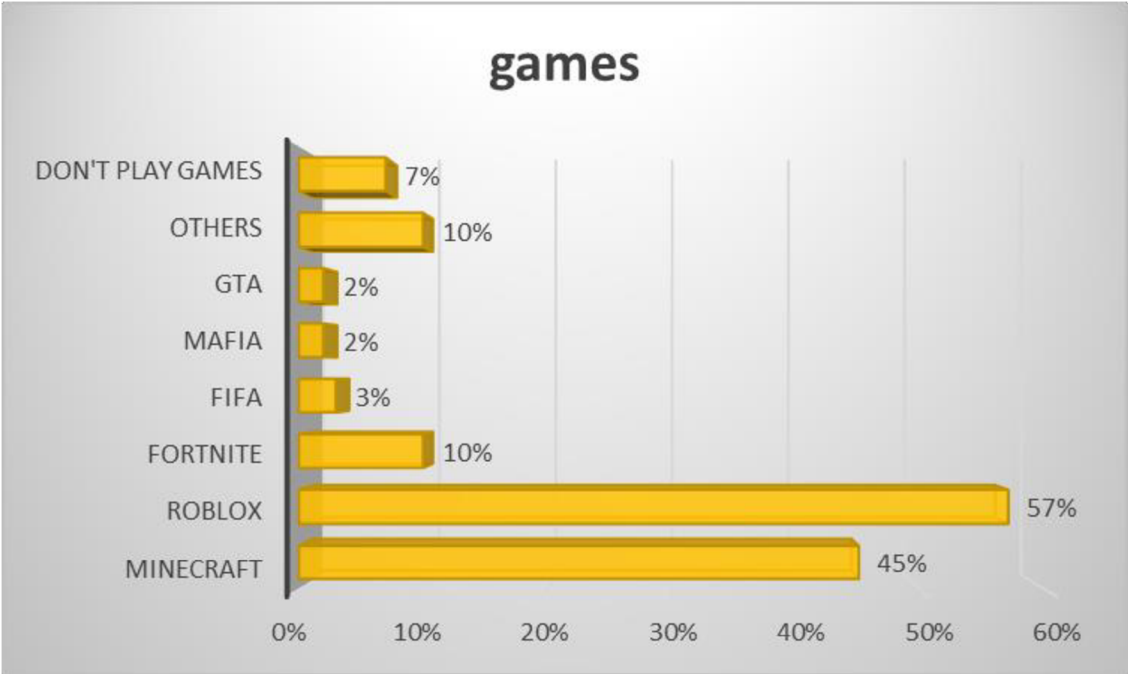
Figure 3. Your favourite online game.

Second question in the questionnaire asked pupils if they play games, do they chat in English with their peers. The question is dichotomous with possible answers *yes or no*. As shown in the graph below, there are 93 pupils who play games. 7 pupils do not play. Out of the total 93 players, 41(38%) pupils chat in English and 52(48%) pupils do not chat in English whilst playing online games.
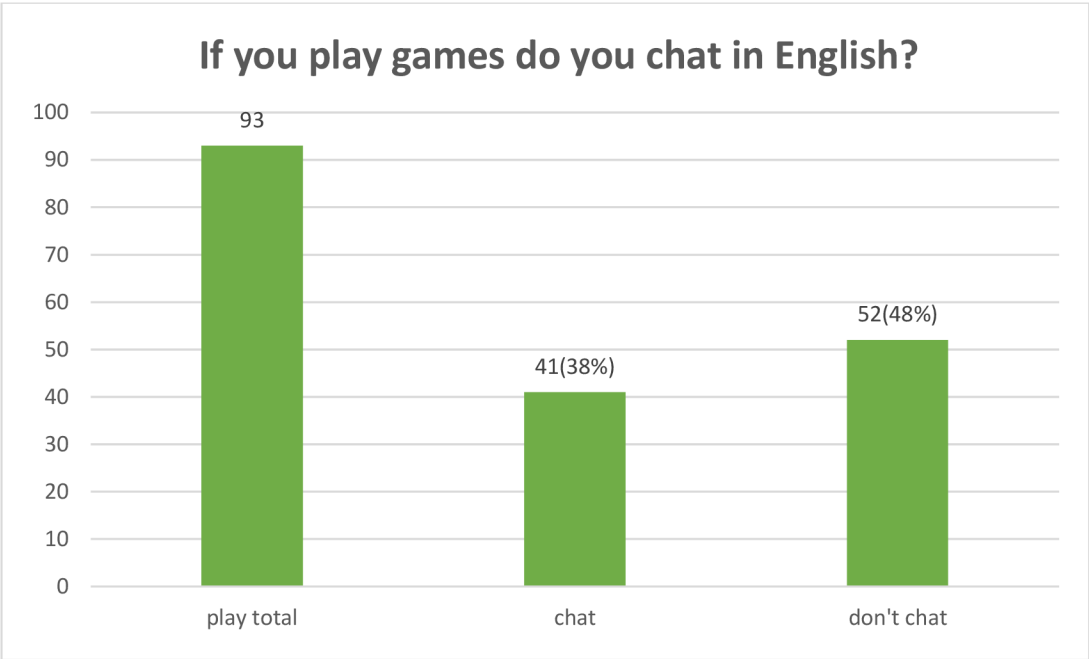

If you play games do you chat in English?

Figure 4. If you play games, do you chat in English?

Third question was focused on watching videos. The form of the question is multiple-choice and again, the number of responses is greater than that of 100% percent of the total respondents. Options of video platforms in the questionnaire were *YouTube and TikTok, others* and *I don't watch videos.* As shown in the graph, YouTube seems to be the most popular video platform with 77 percent users. TikTok watches 46 percent. Only 4 percent pupils watch videos on Instagram and 1 percent on Twitter. 4 percent of pupils claim not to watch videos at all.
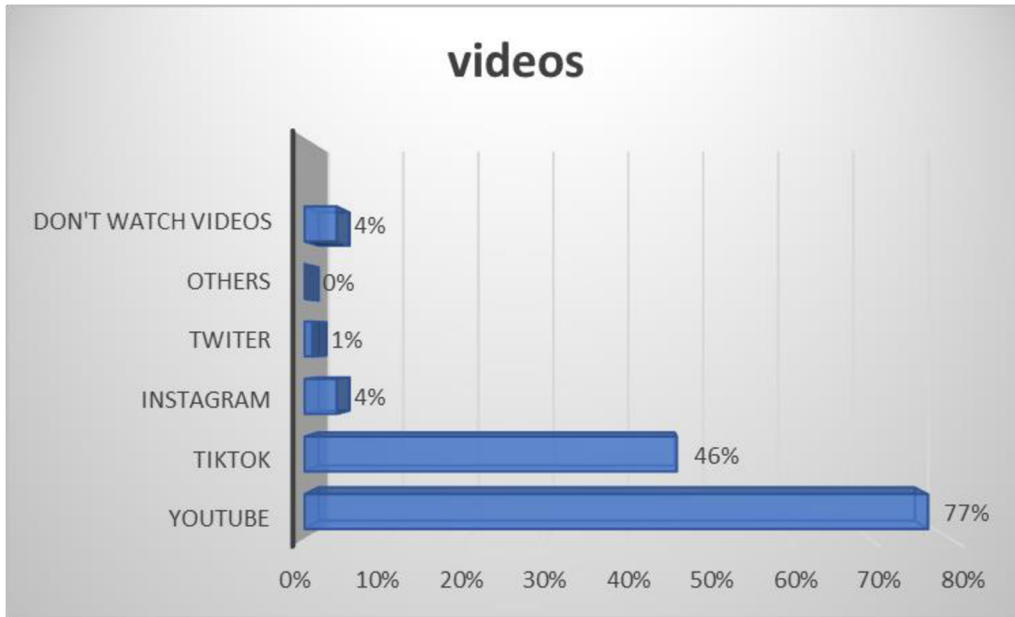
Figure 5. What platforms do you watch videos on?

The next question examined whether pupils enjoy watching videos in English. The question is dichotomous, the choice of an answer is only *yes or no*. The total number of respondents who watch videos is 96. 4 pupils do not watch videos at all, 57(55%) pupils watch videos in English and 39(37%) do not watch videos in English.
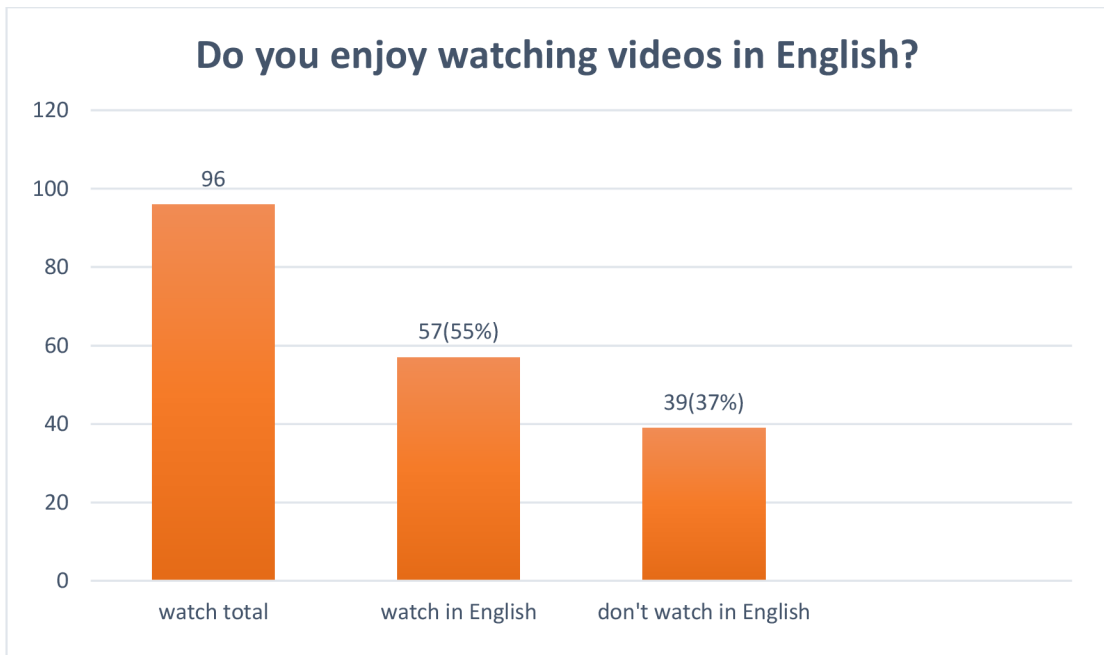

Figure 6. Do you enjoy watching videos in English?

The last question given in the questionnaire was a task in the form of a table. The respondents were asked to answer whether they know a given netspeak expression and if so, how would they express it in Czech, and lastly, if they use the netspeak phrase in communication with their peers. Netspeak expressions such as *lívnout = leave*, *OMG = Oh My God*, *hejtovat = hate*, *LOL = Laugh Out Loud*, *čilovat = chill*, *lagovat se =lag*, *GG = Good Game*, *čítovat = cheat)*, *fejk = fake*, *BTW =By The Way*, *to je cute = it is cute)*, *B4 = before)* were collected from different online sources that deal with popular netspeak phrases or anglicisms. Such sources are Roblox chat rooms or a dictionary of the most popular anglicisms (Roblox, Helen Doron).

At this point, the table shows the number of responses. Further, when confirming the research assumptions, the table deals with Czech translations. From this table it is obvious that the number of answers *Do you know it* and *What is it in Czech* do not correspond. Pupils claim such knowledge, but do not provide Czech equivalents for some of the expressions. Therefore, the data from the *Do you know it* column is to be considered as self-evaluation and that is its main point of interest.

	Do you know it?	What is it in Czech?	Do you use it in communication with your peers?
Lívnout hru	84	81	74
OMG	87	80	78
Hejtovat	61	52	35
LOL	74	50	61
Čilovat	81	77	71
Lagovat se	68	66	60
GG	50	45	40
Čítovat	65	59	49
Fejk	93	85	83
BTW	27	15	18
To je cute	85	80	70
B4	13	9	1

Figure 7. Netspeak

6.2. Analyses of research assumptions

RA1 - Pupils who do not chat in English during online games still use netspeak in communication with their friends.

The column graph represents the relationship between chatters in English and users of netspeak. The total of which the percentage was taken from was 93 players of those who play games. 41(38%) pupils chat in English whilst playing games and 52(48%) do not chat in English. The use of netspeak was counted as average out of 12 expressions used for each chatter and non-chatter. The total average for each column of chatters who use netspeak (61%) and non-chatters who use netspeak (51%) was worked out as percentage and given in the results.

For clarity, the table provides the number of chatters and the number of expressions. On average, those who chat in English know more netspeak than those who don´t. However, when we look at certain areas of the table, we see that at 5 expressions, 7 pupils who do not chat know this number where only 1 of those who chat know this number. There is also a major anomaly in that 11 non-chatters know 8 expressions when only 2 chatters know this amount.

It is clear from the results that pupils who do not chat in English still use netspeak, albeit less than those who do on average. Therefore, we can conclude that the research assumption, pupils who do not chat in English during online games still use netspeak in communication with their friends´ can be affirmed.

Number of expressions used by the respondents.	Total number of respondents using the given number of expressions.	How many of those respondents chat in English	How many of those respondents who do not chat in English
0	4	0	4
1	2	1	1
2	4	1	3
3	2	1	1
4	7	4	3
5	8	1	7
6	8	5	3
7	21	11	10
8	13	2	11
9	9	4	5
10	9	6	3
11	6	5	1
12	0	0	0
	93	41	52

Figure 8. Pupils who do not chat in English still use netspeak in communication.
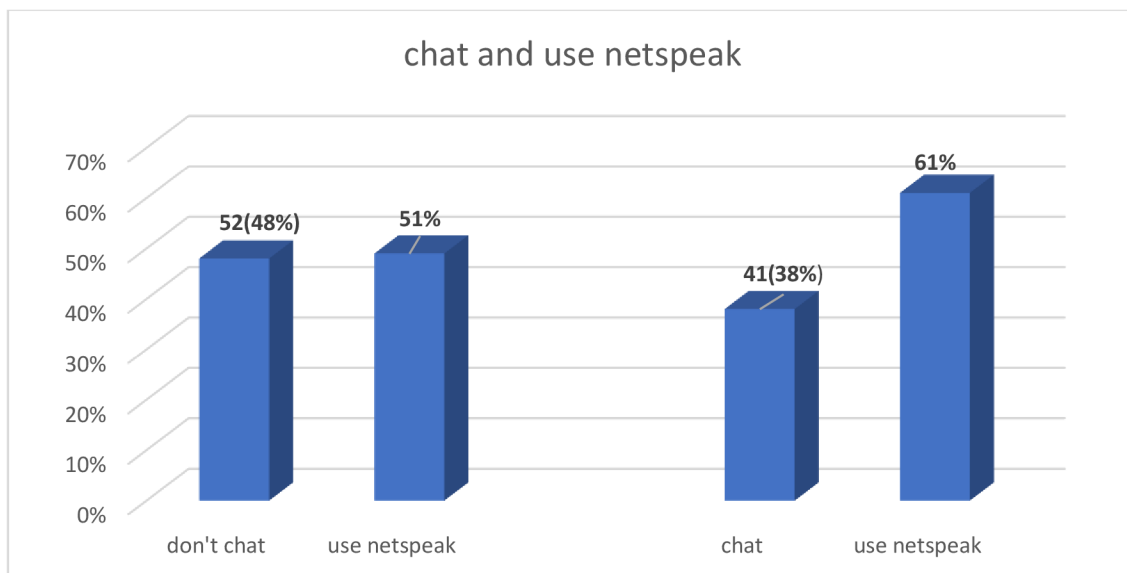
Figure 9. Pupils who do not chat in English still use netspeak in communication (in percentage).

RA2 - Pupils who do not watch videos in English still use netspeak in everyday communication.

This column graph compares the relation between watching videos in English and using netspeak. From the total number of pupils, 57 pupils watch videos in English and 43 do not watch videos in English. Therefore, to calculate how many pupils who do not watch videos in English still use netspeak, it is necessary to count from an average of 12 expressions used by each, watchers (58%) and non-watchers (48%).

In explanation, the table shows the overview of the actual number of respondents and the number of used expressions. To compare findings, out of the 43 people who do not watch videos in English, 6 do not use any netspeak expressions whereas all the respondents who do watch videos in English know at least 1 expression. There are more respondents from the group who do not watch videos in English using 5 and 9 expressions than those who do watch videos in English.

From the table and graph below it is apparent that watching videos in English has a correlation with the use of netspeak. However, most of those who do not watch videos in English still use some netspeak, pointing to the possible influence of other sources.

Number of expressions used by the respondents.	Number of respondents using the given number of expressions.	How many of those respondents watch videos in English	How many of those respondents who do not watch videos in English
0	6	0	6
1	2	1	1
2	5	2	3
3	3	1	2
4	8	6	2
5	9	3	6
6	9	8	1
7	21	15	6
8	13	7	6
9	9	3	6
10	9	8	1
11	6	3	3
12	0	0	0
	100	57	43

Figure 10. Pupils who do not watch videos in English still use netspeak
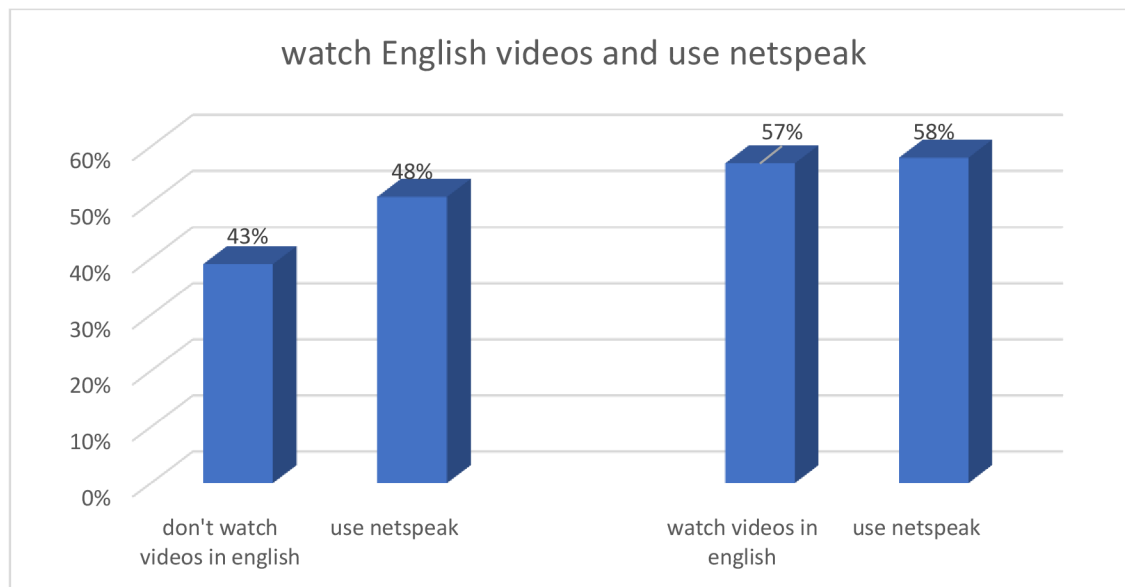
Figure 11. Pupils who do not watch videos in English still use netspeak (in percentage).

RA3 - Older pupils are more familiar with abbreviations than younger pupils.

To evaluate this research assumption, I split the group into younger and older pupils according to Vagnerova's division of the school age. There are 53 pupils of the ages between 6-9, younger school age and 47 pupils of the middle school age between 10-12. The results are taken from the evaluation of the pupils' actual knowledge of the Czech equivalent. The results are shown in the table and the graph below. The aim was to test Wood, Plester and Bowyer´s (2009) claim that more developed literary ability is needed to be able to understand acronyms and abbreviations. The research assumption was confirmed, older pupils do know abbreviations more than younger pupils but the differences in some are not so great. In fact, in some cases quite the reverse; younger pupils are more familiar with the abbreviation *LOL*, and *OMG* is only slightly more popular with older pupils. However, for the less widely used and understood abbreviations like *GG*, *BTW* and *B4*, more knowledge of the letters and sounds are required to create meaningful words.

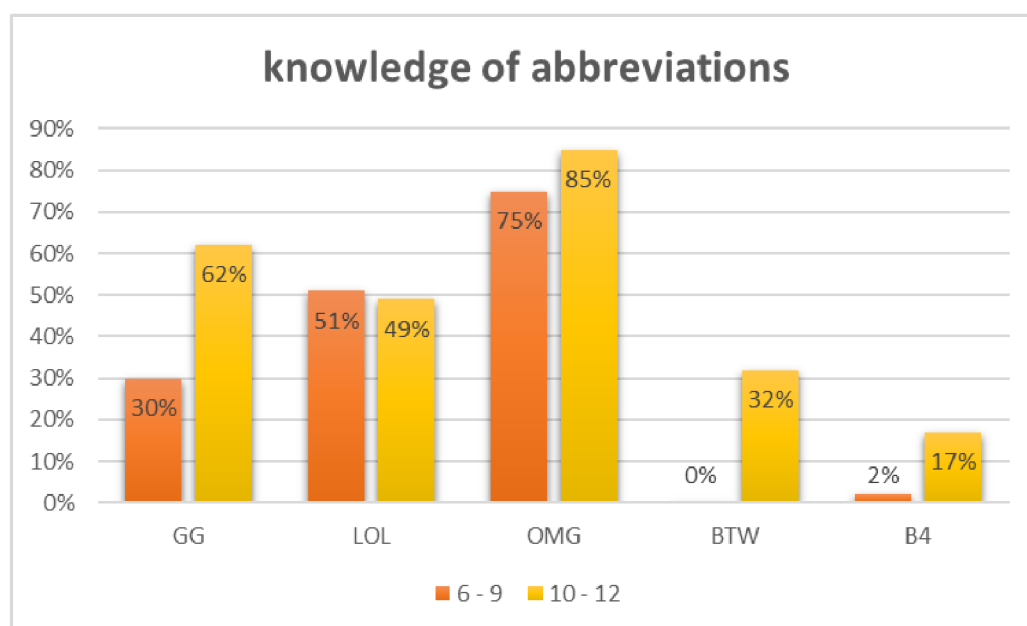| number of pupils	Age	GG	LOL	OMG	BTW	B4
53 pupils	6-9	16	27	40	0	1
	6-9 in %	30%	51%	75%	0	2%
47 pupils	10-12	29	23	40	15	8
	10-12 in %	62%	49%	85%	32%	17%

Figure 12. Abbreviations

Figure 13. Older pupils are more familiar with abbreviations than younger pupils.

RA4 –Pupils are familiar with the equivalent meaning in Czech figuratively rather than literally?

The aim of this research assumption was to see if pupils know what each netspeak expression means, not necessarily literally but if they are able to express the meaning of each phrase. The tables below show the number of uses of each Czech translation.

81 pupils provided 8 different Czech equivalents for *Lívnout hru*. The most common, with a score of 25 answers, is an actual equivalent for *to leave a game*. Other meanings are similar, to the actual meaning, all related to stopping playing a game. Two answered *'jít pryč'* (*to go away)* and *'přestat hrát' (stop playing*) which are also reasonable equivalents.
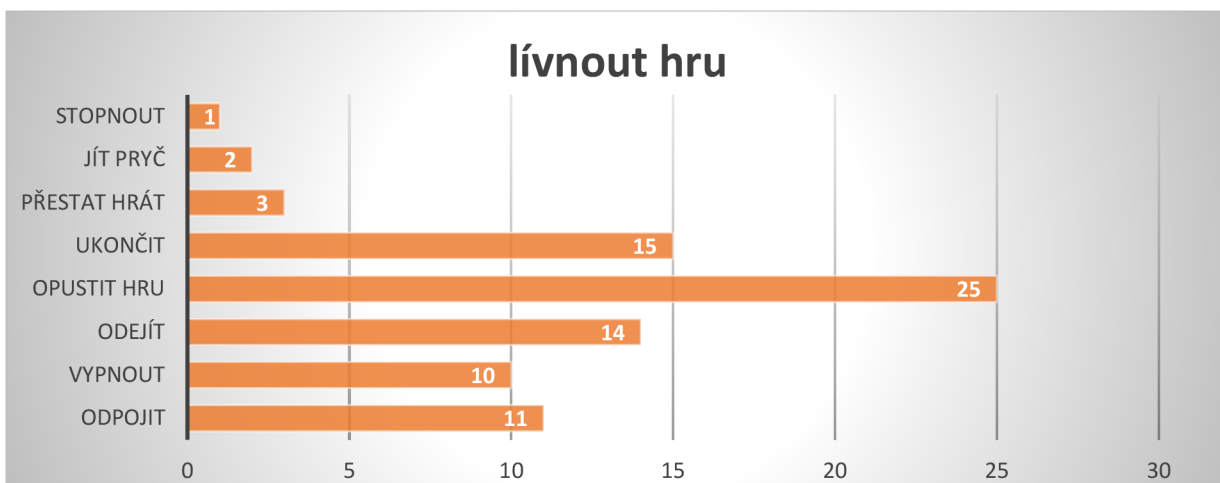
Figure 14. Lívnout hru

With the acronym *OMG,* although some of them related to playing a game, 80 pupils were familiar with 12 different senses. A peculiar meaning of the phrase were the translations '*vyjevenej*' (*gaping) or 'šťastný*'(*happy).*
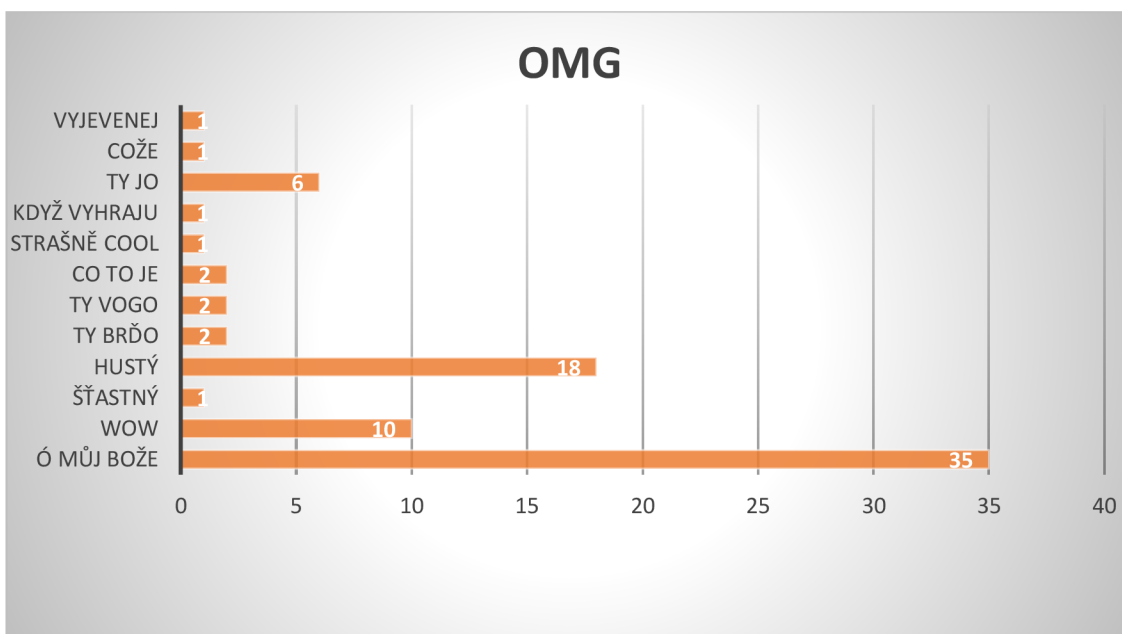

Figure 15. OMG

The anglicism *Hejtovat* is known by 52 pupils and 9 various translations were provided. Most respondents used the term '*nadávat*' (*insult someone). 'Nesnášet*'(*dislike)* stated by 9 respondents is not as strong as the actual meaning '*nenávidět*' (*hate). Another* term '*pomlouvat*' (*slander somebody, gossip about somebody)* was used by 9 pupils. The

translation *'říkat zlí věci'(say evil things) and 'psát hnusné komentáře' (write horrible comments)* are related to online world.
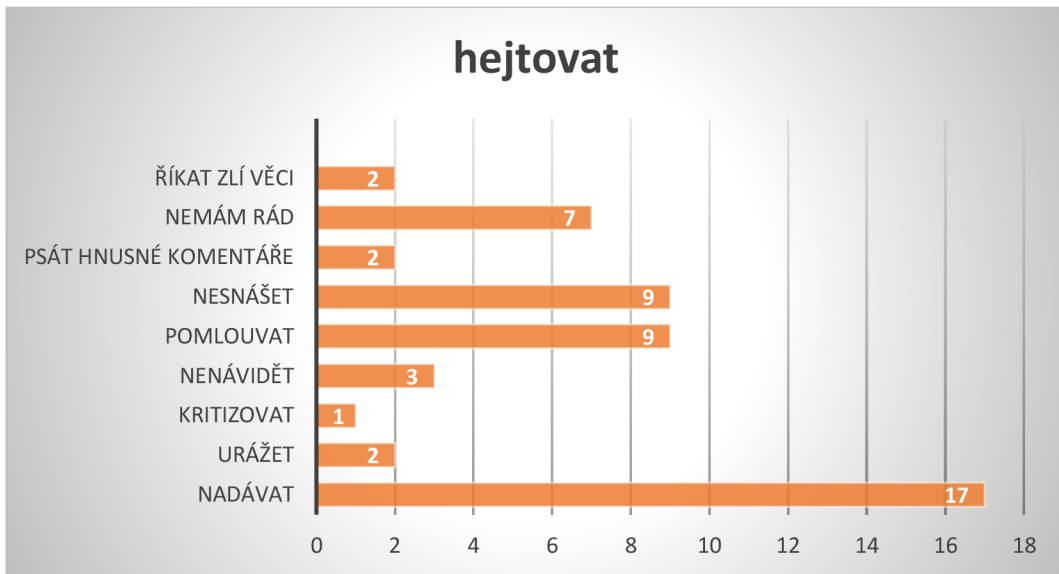
Figure 16. Hejtovat

50 respondents reported knowing the meaning of the acronym *LOL*. The respondents came up with 11 various phrases which all refer to something being funny. 1 respondent gave the meaning '*League of Legend*' which is not a wrong answer per se, only not expected. The most frequent phrase is '*smát se' (laugh)* whether out loud or not. Other equivalents are '*něco srandovního nebo vtipného' (something funny).*
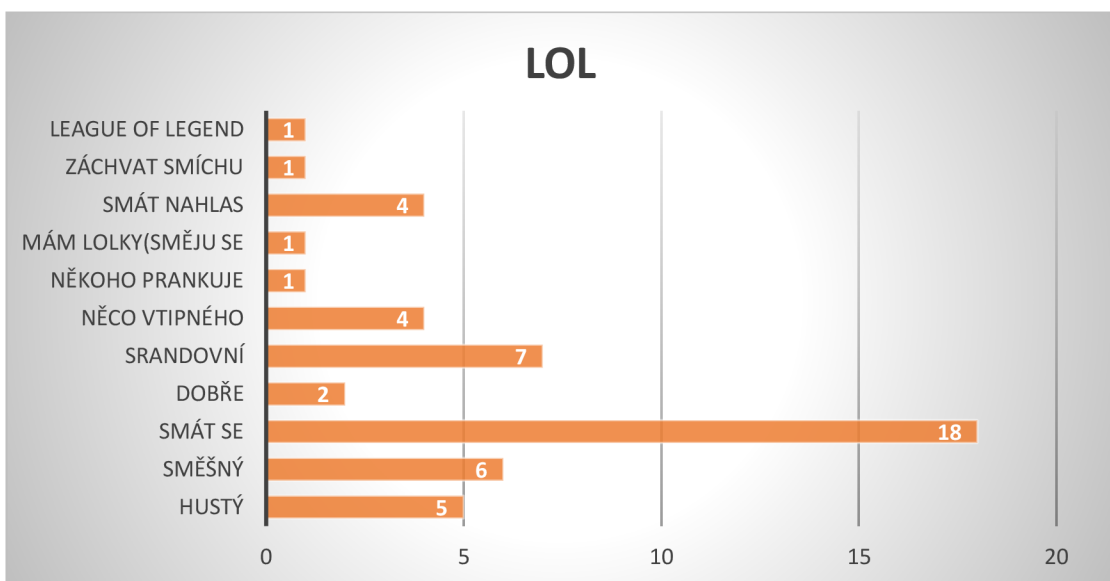
Figure 17. LOL

There were 77 translations of a term *Čilovat* which offers the most diverse expressions of phrases of how respondents see the word. Some peculiar translations are '*na gauči' (on a sofa), 'válet se' (lay around) 'nic nedělat' (do nothing). 'Ležím a opaluju se' (I´m laying down and sunbathing)* is probably from one of the games in Roblox. The term *'odpočívat' (rest)* is used most often and could be considered as the actual translation.
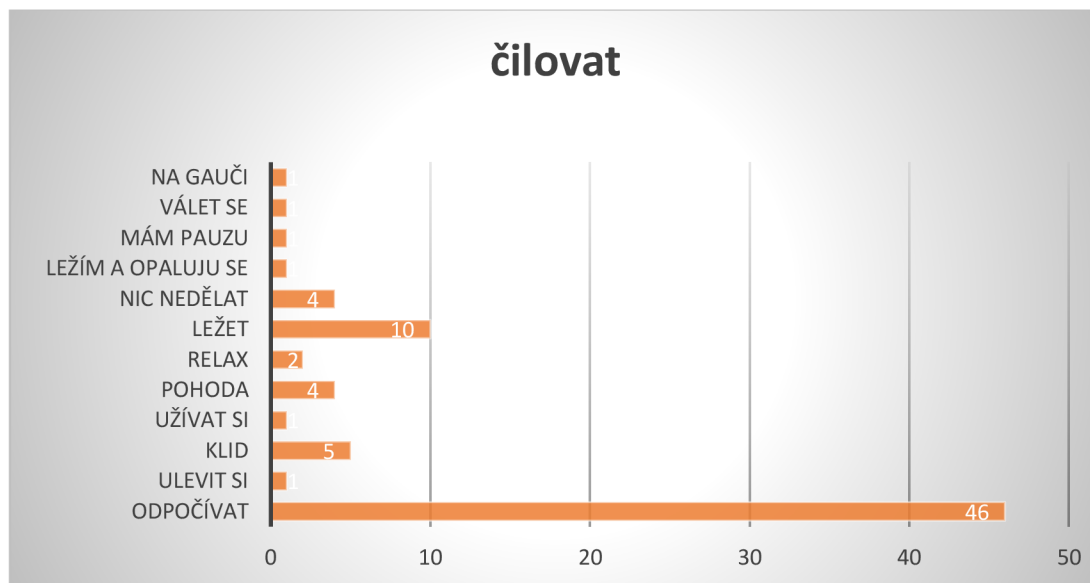

Figure 18. Čilovat

The acronym *GG* indicates a game with all 45 translations, with some interesting versions such as '*děkuji za hru*' (*thank you for a game)* or '*vyhrál jsem*' (*I won).*
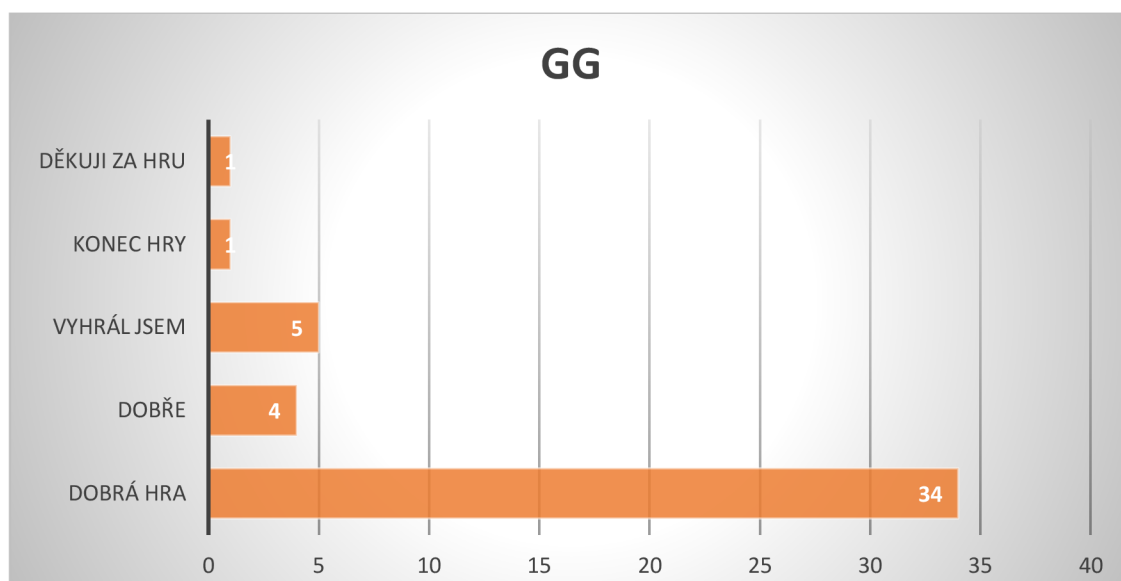

Figure 19. GG

A majority understanding was identified with the phrase *Fake* which could be assumed as a straightforward translation with 7 slight alternatives like '*lež' (lie) and 'jenom na oko' (pretend)*. The term was known by 85 respondents.
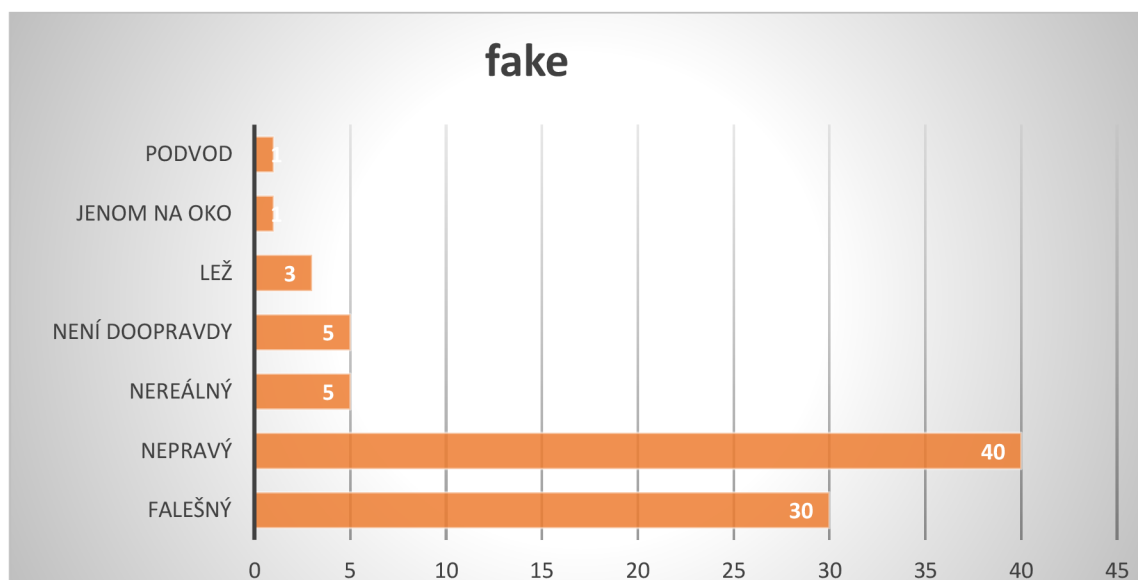

Figure 20. Fake

59 Czech phrases of the word *Čítovat,* not only with a context of a game, revealed 8 interesting ideas. The terms *'tahák'* (*cheat sheet*), *'prohrál jsem' (I have lost)* (presuming the other one must have cheated), *'něco ukrást'* (*steal something)* or *'dělat co nemáš'* (*doing something you shouln't)* show wide use of this word with meaning preserved.
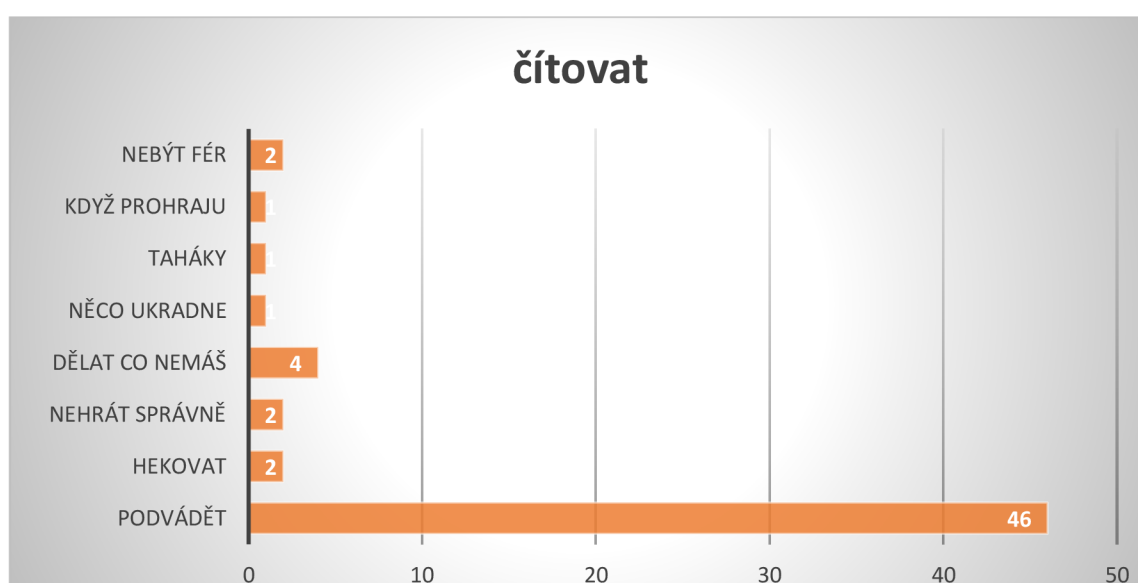

Figure 21. Čítovat

Lagovat was translated 66 times with 62 of the same responses, 5 game contextual translations such as *'je tam toho moc' (it's jammed) or 'pomalý' (slow)*.
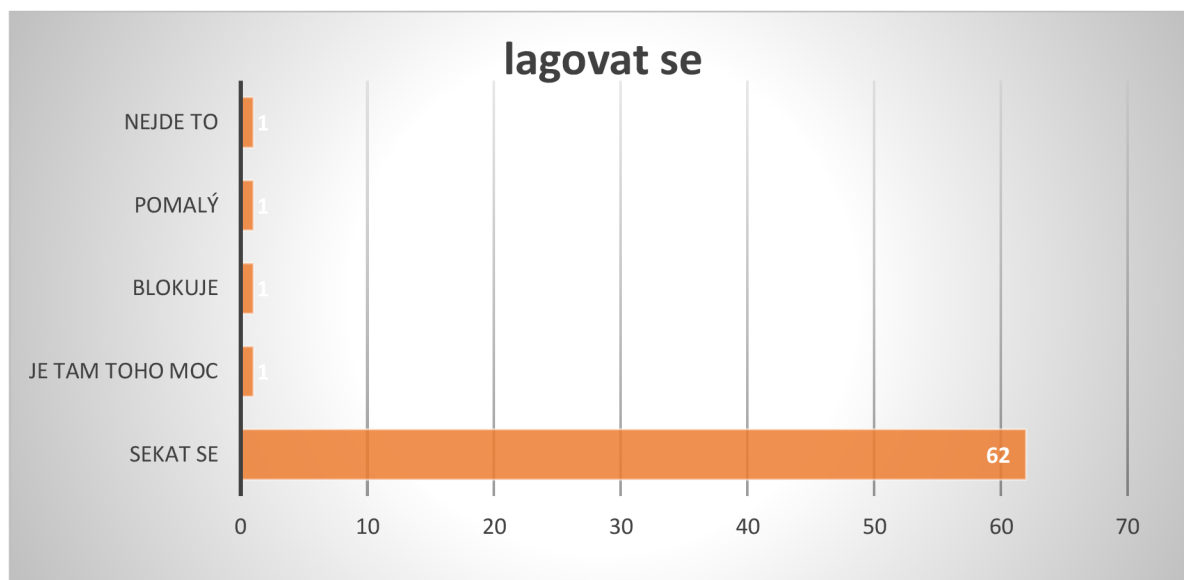

Figure 22. Lagovat se

15 respondents offered a translation of *BTW* with its literal meaning, as for the acronym *B4,* with only 9 of the same response.
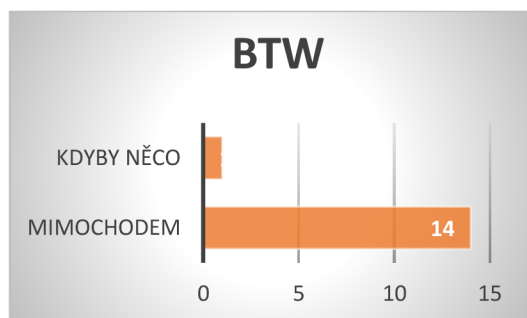

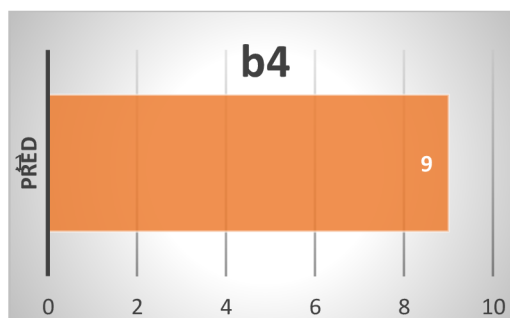Figure 23. BTW   Figure 24. B4

The last expression *To je cute* is recognised by 80 respondents, where 4 respondents picture a kitten or a juvenile when speaking about something 'cute'.
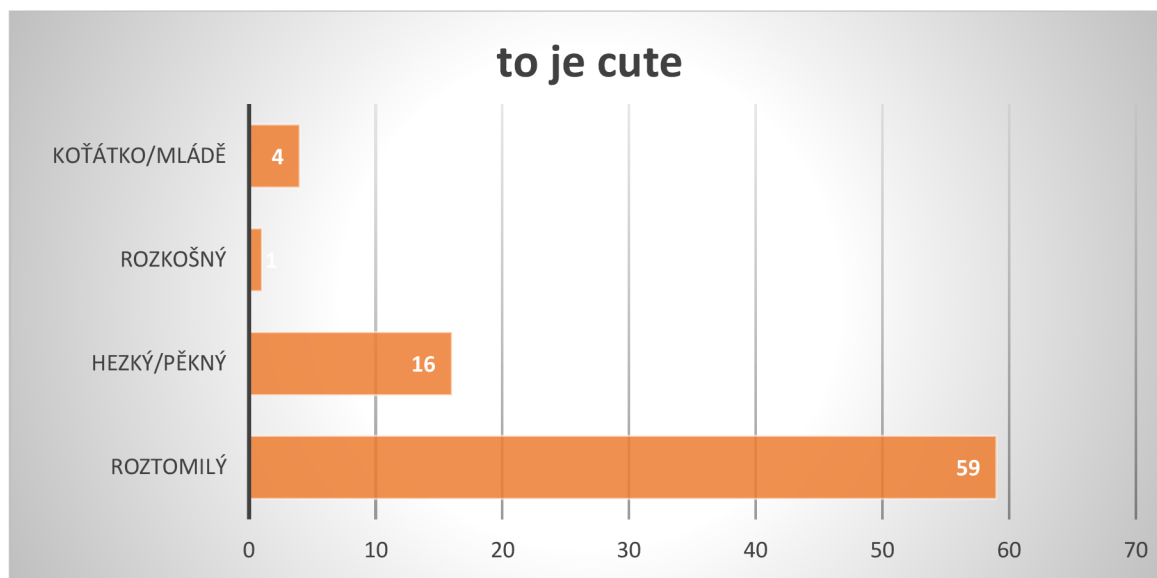
Figure 25. To je cute

To summarize these findings, familiarity of the expressions depends on the context in which they are known, for instance game playing. Some of the acronyms and expressions appear in videos as well, thus the phrase *It is cute* and its association with little baby animals or *Čilovat* correlating with laying down, sunbathing, or doing nothing.

To confirm the research assumption, pupils know more expressions for one anglicism or netspeak term and can understand it in context. They are not necessarily translated literally, and more options are frequently offered.

6.3. Another interesting finding

Although the research assumptions and research aims do not involve gender, it could be interesting to see whether there are any differences in knowing the Czech equivalent of a netspeak expression between boys and girls, since we have this factor recorded. Whilst sorting the data of the questionnaire, it was obvious that girls use some of the expressions more often than boys and vice versa for other expressions. The table below states that girls are more familiar with the expression *to je cute* but boys have more knowledge of the terms *GG, čítovat* and *lagovat se* which are expressions related to playing games.

Knowledge of a Czech equivalent	girl	boy	Total
lívnout	40	41	81
OMG	41	39	80
hejtovat	23	29	52
LOL	25	25	50
čilovat	39	38	77
lagovat se	28	38	66
GG	14	31	45
čítovat	22	37	59
fejk	42	43	85
BTW	6	9	15
to je cute	43	37	80
B4	4	5	9
Total	327	372	699

Figure 26. Knowledge of a Czech equivalent - boys and girls

Conclusion

The aim of the thesis was to examine a relationship between some online technologies and learning English in an unofficial setting. The theory part introduces and defines a primary school learner and discusses a suitable time to start learning a second language. The thesis highlights the advantages of playing online games and watching videos and suggests that children watch videos in English unintentionally, thus the critical period for nativelike pronunciation may not be a worry. There might be a point when children would pick up pronunciation better from watching videos in English than from their teachers in the school environment. Additionally, motivation does have a great impact on learning languages. Finally, the thesis presents an online language, netspeak, and its use within communication. The theory part draws on an existing, previous research done in this field and shows that the results are in accordance with this research, involving 100 young, Czech respondents between the ages 6-12. Findings discovered that online games have an impact on English learning and that watching videos on popular platforms does affect knowledge of English. However, those that do not watch in English are still picking up language from somewhere else.

The results revealed that chatting in English whilst playing games and watching videos in English plays a major role in the pupils' ability to use netspeak in their communication. However, those that do not engage in these activities can still have some knowledge of netspeak and use it. One possible cause is that netspeak and anglicisms appear in Czech speaking videos too and for the pupil to even play some online games, it is necessary to know some English words. This could also very well be language picked up from their peers who do chat in English. It was also found that using abbreviations is a more prevalent skill in older learners. This is consistent with previous research by Wood, Plester and Bowyer (2009) which found that more mature literary skills are needed to be able to use abbreviated language. Another discovery showed the ways in which pupils can translate the terms given. The intention of this finding was for them to produce meaning that is not necessarily literal but how they innately understand it. The findings endorse Vyhnánková's study (2016) who states that the familiarity of a netspeak expression depends on the background context. Nonetheless, these results should be considered in the light of some limitations. The sample was restricted to only 100 of respondents of one primary school, which we should not consider as providing a fully objective view. It is also important to remind the reader that only 12 netspeak expressions were given as a task to work with. Nevertheless, further research could explore how online technologies and use of netspeak out of the school environment

could relate to a classroom and how some online technologies mentioned in the thesis could be implemented in the teaching materials and used as a pedagogical tool.

We can take these developments as an invitation to be creative and adaptable in the classroom, especially when attempting to engage students and utilise their interests and existing knowledge of English.

List of References

ANUMANTHAN, S. and HASHIM, H. (2022) Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils. *Creative Education*, **13**, 896-912. doi: 10.4236/ce.2022.133059.

Award winning Seo blog. *Matthew Woodward* [online]. 13 December 2022. [Accessed 26 December 2022]. Available from: https://www.matthewwoodward.co.uk/

BELL, A. 2007. Designing and testing questionnaires for children. *Journal of Research in Nursing*. Sage publications, VOL 12(5) 461–469461-469. Dostupné z: doi:10.1177/1744987107079616

BRIGHTCHAMPS, Team. Roblox vs. Minecraft: What should your child choose in 2022? *BrightChamps Blog* [online]. 1 September 2022. [Accessed 28 January 2023]. Available from: https://brightchamps.com/blog/roblox-vs-minecraft-2022/

BROWN, H.D. *Principles of Language Learning and Teaching*. 5th edition. New York: Pearson Education, 2007. ISBN 0-13-199128-0.

BURNS, J. *Texting 'can boost children's spelling and grammar'*. *BBC News* [online]. 13 June 2014. [Accessed 7 November 2022]. Available from: https://www.bbc.com/news/education-27816819

CLEMENT, J. *Language spoken by Global Steam Users 2022*. *Statista* [online]. 10 August 2022. [Accessed 6 November 2022]. Available from: https://www.statista.com/statistics/957319/steam-user-language/

CNN [online]. 2011 [cit. 2022-10-24]. Dostupné z: http://edition.cnn.com/2011/LIVING/03/25/oxford.new.words/index.html

CRYSTAL, D. *The Cambridge Encyclopedia of Language*. Second Edition. Cambridge: CUP, 1997

CRYSTAL, D. *Txtng: The Gr8 Db8*. 2008. New York: Oxford University Press. ISBN 978–0–19–954490–5.

CRYSTAL, D. *Language and the Internet*. New York: Cambridge University Press, 2001. ISBN 0521802121

CRYSTAL, D. *The scope of Internet linguistics*. In: Proceedings of American Association for the Advancement of Science Conference; American Association for the Advancement of Science Conference, Washington, DC, USA. 2005. p. 1-4.

ČERNÁ, J. et al. *Online technology in informal learning and formal education: a case study among future English teachers*. Journal of International Scientific Publications: Language, Individual & Society, 2021, 15.

DEZUANNI, M. 2020. *Peer pedagogies on digital platforms: Learning with Minecraft Let's Play Videos* [online]. Cambridge: The Mit Press. ISBN 9780262539722

DORON, H. Jak porozumět dětem A MLÁDEŽI: Slovníček Nejdůležitějších Anglicismů. *Helen Doron English* [online]. 19 March 2018. [Accessed 2 May 2023]. Available from: https://www.helendoron.cz/porozumet-detem-mladezi-slovnicek-nejdulezitejsich-anglicismu/

ERIKSON, K. H.: *Childhood and Society*. Norton, New York 1963.

FROMKIN, V., Robert RODMAN and Nina HYAMS. *An Introduction to Language: 10th edition*. Cengage Learning. 2013. ISBN 9781133310686.

FRYČ, J., Zuzana MATUŠKOVÁ, Pavla KATZOVÁ, et al. *Strategie vzdělávací politiky České republiky do roku 2030+*. Praha: Ministerstvo školství, mládeže a tělovýchovy, 2020. ISBN 978-80-87601-46-4.

GameGrinds [online], 2022. [cit. 2023-01-01]. Dostupné z: https://www.gamegrinds.com/roblox-slang-terms-meanings/

GAVORA, P. *Úvod do pedagogického výzkumu*. Brno : Paido, 2000. ISBN 80-85931-79-6

GRIFFIN, Marlynn M. and ZINSKIE, Cordelia D. *Social Media: Influences on Education*. Charlotte, NC : Information Age Publishing, Inc., 2021.

HARMER, J. *The practice of English language teaching*. Fifth edition. Harlow: Pearson, 2015. ISBN 9781447980254.

How to learn English with Tiktok: Oxford House Barcelona. *Oxford House* [online]. 6 August 2020. [Accessed 18 December 2022]. Available from: https://oxfordhousebcn.com/en/how-to-learn-english-with-tiktok/

CHRÁSKA, M. 2007. *Metody pedagogického výzkumu*. Praha: Grada, ISBN 978-80-247-1369-4

JANÍKOVÁ, V. *Výuka cizích jazyků*. Praha: Grada, 2011. Pedagogika (Grada). ISBN 978-80-247-3512-2.

JOVANOVIC, D.. *A qualitative study of the use of netspeak in English language classroom: Implementation of Netspeak in High School and University Language Teaching*. 2013. Master Thesis. University of Lapland.

KOPECKY, K. *Specifika jazyka hráčů online hry Minecraft se zaměřením na přejatá slova*. 2014. Olomouc.

KOZLOVA, M. *How do video games provide effective learning* [online]. [cit. 2022-10-24]. Dostupné z: https://www.cambridgeenglish.org/blog/authors/maija-kozlova/

LANGMEIER, J. a Dana KREJČÍŘOVÁ. *Vývojová psychologie*. 2., aktualiz. vyd. Praha: Grada, 2006. Psyché (Grada). ISBN 80-247-1284-9.

LIGHTBOWN, P. a SPADA, N.M. *How languages are learned*. Fourth edition. Oxford: Oxford University Press, [2015]. Oxford handbooks for language teachers. ISBN 978-0-19-454126-8.

LONG, M. H., 1990. *Maturational Constraints on Language Development. Studies Second Language Acquisition* [online]. B.m.: Cambridge University Press, vol.12, no. 3, pp. 251-285. Retrieved z: doi:10.1017/S0272263100009165

MATĚJČEK, Z. *Rodiče a děti*. 2nd ed. 1989. ISBN 08-056-89.

MELLOR, D. and MOORE, K. A. The use of Likert scales with children. *Journal of Pediatric Psychology*. 2013. Vol. 39, no. 3p. 369–379. DOI 10.1093/jpepsy/jst079.

MOHSIN, M. 10 YouTube statistics that you need to know in 2022. *Oberlo* [online]. December 2022. [Accessed 26 December 2022]. Available from: https://www.oberlo.com/blog/youtube-statistics

Netspeak. *Urban Dictionary* [online]. [Accessed 28 January 2023]. Available from: https://www.urbandictionary.com/define.php?term=netspeak

NINGTIYAS, W.A,.SURYATI, N. and ARIANI, N. Students' intensity in watching English videos on YouTube and their listening skill. *J* [online]. [Accessed 29 January 2023]. Available from: http://journal2.um.ac.id/index.php/jellit/article/view/20172

Podněty k výuce cizích jazyků v ČR. *MŠMT ČR* [online]. Copyright ©2013 [cit. 17.10.2022]. Dostupné z: https://www.msmt.cz/ministerstvo/podnety-k-vyuce-cizich-jazyku-v-cr

PRÁT, P. *Vliv počítačových her na znalost anglického jazyka*. Brno: Vysoké učení technické v Brně, Fakulta elektrotechniky a komunikačních technologií, 2017. 42 s. Vedoucí bakalářské práce Mgr. Jana Jašková, Ph.D.

PRŮCHA, J.. *Přehled pedagogiky: úvod do studia oboru*. Praha: Portál, 2000. ISBN 80-7178-399-4.

Roblox User and growth stats 2022. *Backlinko* [online]. 10 October 2022. [Accessed 30 December 2022]. Available from: https://backlinko.com/roblox-users

Roblox Slang. *Roblox Wiki* [online]. [Accessed 2 May 2023]. Available from: https://roblox.fandom.com/wiki/Roblox_slang

RUDIS, D. and POŠTIĆ, S.. *Influence of video games on the acquisition of the English language*. Verbum. 2018. Vol. 8, no. 8p. 112. DOI 10.15388/verb.2017.8.11354.

RVP ZV 2021 - *Rámcový vzdělávací program pro základní vzdělávání 2021* [online]. Praha: MŠMT, 2021 [cit. 2021-8-5]. Dostupné z: http://www.nuv.cz/file/4983/

RYTYCH, M. 2021. *Podpora osvojování anglického jazyka pomocí počítačových her*. České Budějovice: Jihočeská univerzita v Českých Budějovicích. ISBN 978-80-7394-877-1. Pedagogická fakulta

SPOLSKY, B. *Conditions for Second Language Learning*. Oxford: OUP, 1989.

STAVFELDT, E. *Friend or foe? Netspeak in English language teaching. Home* [online]. 28 June 2011. [Accessed 28 October 2022]. Available from: https://gupea.ub.gu.se/handle/2077/25876

SUNDQVIST, P. and SYLVÉN, L. K. *Language-related computer use: Focus on young L2 English learners in Sweden.* ReCALL. 2014. Vol. 26, no. 1p. 3–20. DOI 10.1017/s0958344013000232

SVOBODOVÁ, D. *Anglicismy užívané k vyjádření emocí v komunikaci na chatu.* 2007.Acta Universitatis Lodziensis.Folia Linguistica 44. p.177-185

Teach with Digital Technologies. *Department of Education* [online]. [Accessed 28 January 2023]. Available from: https://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/teach.aspx

THURLOW, C. (2001). *The internet and language.* In R. Mesthrie (ed.), Concise encyclopedia of sociolinguistics (pp. 287-289). London: Pergamon.

VÁGNEROVÁ, M. *Vývojová psychologie*. Praha: Karolinum,1999. ISBN.80-718-4803-4

VAN TEIJLINGEN, E. and HUNDLEY, V. The importance of pilot studies. *Nursing Standard*.
2002. Vol. 16, no. 40p. 33–36. DOI 10.7748/ns2002.06.16.40.33.c3214.

VĚCHETOVÁ, M. 2018. *Cizojazyčné prvky v českém textu Problematika působení anglicismů ve vyjadřování (nejen) mladých lidí.* Masarykova univerzita. Bakalářská práce. Filozofická fakulta. Vedoucí práce Prof. PhDr. Marie Krčmová, CSc.

VYNÁNKOVÁ, A. 2016. *Internet Slang and Its Influence on Contemporary Czech.* Zlín. Bachelor Thesis. Tomas Bata University, Fakulta Humanitních studií. Vedoucí práce Mgr. Hana Čechová.

WAHID, R. and FAROOQ, O. *Uses and Abuses of Netspeak* [online]. 2022, 53-59 [cit. 2022-12-07]. Dostupné z: doi :http://dx.doi.org/10.23918/ijsses.v9i1p53

What is online digital technologies. *IGI Global* [online]. [Accessed 26 January 2023]. Available from: https://www.igi-global.com/dictionary/online-digital-technologies/60879

WOOD, C. PLESTER, B.; BOWYER, S. Liter8 lrnrs: Is texting valuable or vandalism. *British Academy Review*, 2009, 14: 52-54.

List of Figures

List of Abbreviations

BRB   Be Right Back

BRO   Brother

B4   Before

BTW   By the Way

CUL8   See you Later

GG   Good Game

OMG   Oh My God

LOL   Laugh Out Loud

MMOGs   Massively Multiple Online Games

NVM   Nevím

PLS   Please

RA   Research aims

4U   For You

WTF   What the Fuck

W8   Wait

Z5   Zpět

Appendix – Questionnaire

AHOJ JMENUJI SE MARKÉTA A PROSÍM O KRÁTKÉ VYPLNĚNÍ DOTAZNÍKU PRO MOU BAKALÁŘSKOU PRÁCI. PODEPISOVAT SE NEMUSÍŠ. DĚKUJI ZA TVŮJ ČAS.

1. **Nejraději na internetu hraješ: (zakroužkuj)**

   ROBLOX MINECRAFT

   - Jinou hru (napiš prosím jakou):
   - Hry nehraju

2. **Pokud hry hraješ, chatuješ (píšeš se spoluhráči) také anglicky?**

   ANO   NE

3. **Nejvíce tě baví sledování videa na: (zakroužkuj)**

   ▶ YouTube   ♪ TikTok

   - Jiné (napiš prosím):
   - Videa nesleduju

4. **Baví tě sledovat videa také anglicky?**

   ANO   NE

5.

	Znáš to?	Co je to česky?	Používáš při mluvení s kámošema?
Lívnout hru	ANO NE		ANO NE
OMG	ANO NE		ANO NE
Hejtovat	ANO NE		ANO NE
LOL	ANO NE		ANO NE
Čilovat	ANO NE		ANO NE
Lagovat se	ANO NE		ANO NE
GG	ANO NE		ANO NE
Čítovat	ANO NE		ANO NE
Fejk	ANO NE		ANO NE
BTW	ANO NE		ANO NE
To je cute	ANO NE		ANO NE
B4	ANO NE		ANO NE

6. **Jsi:**

   Kluk   Holka

7. **Máš**   6   7   8   9   10   11   12   **roků**