The Language of New Media in the Students' Written Texts from the Perspective of Primary School Teachers

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Abstract

Failure to adhere to orthographic rules as a consequence of new media writing, makes linguists and teachers assume that today's youth has become illiterate. Therefore, the aim of this research was to investigate the estimates of teachers of Croatian regarding the presence of language elements of new media in written schoolwork of 8[th]graders, but also in the texts they produce in their free time, mainly because teachers have the best insight into their students' writing, both in the school context and in informal situations, such as writing in new media. Through the research, the authors attempted to establish the extent to which the teachers are familiar with students' correspondence in their free time. The authors were also interested in establishing whether these estimates vary according to the teachers' age, work experience and county of origin.

A total of 110 teachers from four Croatian counties participated in the research. The instrument used in the research was a survey in which the teachers estimated the presence of language elements of new media in students' written schoolwork, and the use of these elements in the texts written in new media in the students' free time as well as teachers' estimates regarding the students' written correspondence in new media in their free time.

The results show the teachers estimated that students rarely use new media language elements (NMLE) in their written schoolwork, but they often use them when using new media in their free time. Their estimates differ only for the students' writing

> *in their free time according to the teachers' age and work experience. The results also show that teachers have an insight into the students' written correspondence in their free time.*
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> **Keywords:** *8th grade students; teacher awareness of students' written correspondence; writing in new media; writing in school.*

Introduction

Nowadays, new media present an inevitable means in informing, value transfer, shaping identity, attitude, outlook on world and life, representing thus a strong factor in the process of youth socialization (Matijević, Bilić & Opić, 2016).

Young people today "converse by typing" (Storrer, 2001), i.e., "converse using their fingers" (Bühler, 2010), and their texts written in new media (Facebook, WhatsApp, Instagram, Snapchat and similar) contain elements of speech typical of casual speaking, i. e. conversational style. It was first observed on Facebook that written communication contained elements of spoken communication (Filipan-Žignić, 2012; Filipan-Žignić, Legac, Pahić & Sobo, 2015a), and the trend spread to all other internet services used for communication. Communication in the new media has been the subject of interest of many eminent authors over the last two decades (cf. Baron, 2008; Brommer & Dürscheid, 2021; Crystal, 2007, 2011; Dürscheid, 2016; Filipan-Žignić, 2012; Filipan-Žignić et al., 2015a; Filipan-Žignić & Mošmondor, 2015b; Filipan-Žignić, Kitner & Sobo, 2016; Filipan-Žignić, Turk Sakač & Sobo, 2019; Tayebinik & Puteh, 2012; Turk Sakač & Filipan-Žignić, 2019; Turk Sakač & Filipan-Žignić, 2020; Verheijen, 2017; Žic Fuchs & Tuđman Vuković, 2008; Žic Fuchs, Broz & Tuđman Vuković, 2013; Yusuf, Natsir & Yusra, 2016, and others). Their research established that the characteristics of new media language are primarily abbreviations (*btw, lol, fkt, omg*), emoticons (:-) , :-(, ☺ , ☹), Anglicisms (*mejkover, celebrity, event, make up, exkluziv, party*), dialect (*kaj, hiža*), vulgarism (*f*** you, shit*), graphic-style means *(*******, @@, ((((, &&&&)*, hybridization of written and spoken forms (*2night*), disrespect of the standard (*nezna se ko je sladi*), repetition of sounds (*thanxxx, heeeellllooo*), etc. Dürscheid (2016) added the use of phrases, citations, slogans and intensifiers such as *mega*, *hyper*, *super*, *cool*, etc. In a linguistic analysis of the Dutch corpus, Verheijen (2017) found that the variables of age and media are crucial for young people and their use of online language. According to these results, adolescents between the age of 13 and 16 use non-standard language more often than older adolescents. There are undoubtedly particular changes in language caused by communication and writing in the new media, which is confirmed by the attitudes of teachers of Croatian regarding the negative effect of new media on students' written work, primarily referring to the range of students' vocabulary, orthographic accuracy, style of writing, and originality of students' essays (Filipan-Žignić et al., 2019). However, in order to prove that "spoiling" and "impoverishing" the language actually occurs, systematic research is required.

Methodology

The aim of the research was to investigate the estimates of teachers of Croatian regarding the presence of new media language elements in written schoolwork and in texts written in free time by 8th grade primary school students with respect to the teachers' gender, age, qualifications, work experience and the county where they work.

The first research problem was to establish the extent to which teachers of Croatian are familiar with students' written correspondence in their free time with respect to the teachers' age, work experience and county of their employment. The following hypotheses have been formulated:

H1. Teachers of Croatian estimate that they are familiar with the written correspondence of students in their free time.

H1.1 The teachers' estimates of their familiarization with students' written correspondence in their free time do not differ with respect to the teachers' age.

H1.2 The teachers' estimates of their familiarization with students' written correspondence in their free time do not differ with respect to the teachers' work experience.

H1.3 The teachers' estimates of their familiarization with students' written correspondence in their free time do not differ with respect to the county of their employment.

The second research problem was to examine the possibility of a statistically significant difference between teachers' estimates of students' use of elements of new media language in their written work in school and in new media in their free time with respect to teachers' age, their work experience and the county of their employment.

H2. Teachers of Croatian estimate that elements of new media language are significantly more present in in students' use of new media than in their written schoolwork.

H2.1 Teachers estimate that students rarely use elements of new media language in their written schoolwork.

H2.2 Teachers' estimates of students' use of elements of new media language in their written schoolwork do not differ with respect to the teachers' age.

H2.3 Teachers' estimates of students' use of elements of new media language in written schoolwork do not differ with respect to teachers' work experience.

H2.4 Teachers' estimates of students' use of elements of new media language in written schoolwork do not differ with respect to the county of the teachers' employment.

H2.5 Teachers of Croatian estimate that students frequently use elements of new media language when communicating in the new media in their free time.

H2.6 Teachers' estimates of students' use of elements of new media language in new media do not differ with respect to the teachers' age.

H2.7 Teachers' estimates of students' use of elements of new media language in new media do not differ with respect to the years of teachers' work experience.

H2.8 Teachers' estimates of students' use of elements of new media in new media do not differ with respect to the county where the teachers work.

Teachers' estimates were examined by means of a questionnaire devised for the purpose of this research. The questionnaire on the use of elements of new media language in written texts comprised 14 items which denote elements of new media language: abbreviations, emoticons, capital letters only, small letters only, mixed letters, multiple punctuation marks, icons, interjections and laughter symbols, phrases without the subject, phrases without the auxiliary verb, use of the aorist and imperfect tense instead of the perfect tense, dialectal expressions, vulgarisms and Anglicisms.

The participants estimated the presence of new media language elements among students, particularly in their written schoolwork during Croatian language lessons (short compositions, essays, PowerPoint presentations, seminar papers, …) and in their use of elements of new media language in new media in their free time. The teachers marked their estimates on a scale from 1 to 5 (1 – never, 2 – rarely, 3 – sometimes, 4 – often, 5 – always). The questionnaire for teachers also included two questions relating to their familiarity with students' use of elements of new media language in their free time (*Have you had a chance to communicate with students via new media?* and *Do you have information about the students' way of written expression when using new media in their free time?*), where they provided their estimates on a scale from 1 to 5 (1 – never, 2 – rarely, 3 – sometimes, 4 – often, 5 – always).

Factor analysis based on principal component analysis with one-factor extraction was applied to the sample of teachers. Bartlett's test ($\chi2 = 486.91$, df = 91, p = .000) and the Kaiser-Meyer-Olkin index (KMO = .81) showed that the correlation matrix was suitable for conducting the factor analysis. The exploratory factor analysis of principal components resulted in a set extraction of one factor which explains 34.09 % of the total variance.

The reliability of the 13-item scale expressed with Cronbach's α coefficient is high and amounts to .85. The arithmetic mean of the scale is M = 27.43, with the standard deviation sd = 6.848, whereby the theoretical range of results is from 13 to 65.

The value of asymmetric distribution of the scale results, which is 0.542 (with the standard error 0.230), and skewness, which is–0.547 (with the standard error 0.457), points to a normal distribution of results.

In order to estimate students' use of elements of new media language when writing in the new media in their free time, a factor analysis was conducted on the sample of teachers by means of principal component analysis with a set one-factor extraction. Bartlett's test ($\chi2 = 905.17$, df = 91, p = .000) and the Kaiser-Meyer-Olkin index (KMO = .89) showed that the correlation matrix was suitable for conducting the factor analysis. The exploratory factor analysis of principal components resulted in a set one-factor extraction which explains 49.29 % of the total variance. Due to the low load on the *Aorist and imperfect tense instead of perfect* item (load < 0.30) this item was removed from further analysis. The factor analysis of the remaining thirteen items showed one factor which explains 52.61 % of the total variance.

The reliability of the 13-item scale expressed through Cronbach's α coefficient is excellent and is .92. The arithmetic mean of the scale is M = 46.02, with a standard deviation SD = 9.342, whereby the theoretical range of results is from 13 to 65.

The results of the two additional measurements which are included in the questionnaire for teachers and comprise one item each – *Have you had an opportunity to communicate with students through new media?*, and *Do you have information on the way of written expression of students in their free time via new media?* – also indicate a normal distribution of results, which makes them suitable for use in the anticipated statistical parametric analyses.

Results

Table 1

Basic descriptive statistical indicators of the items in the Scale of presence of elements of new media language in written schoolwork for the subject of Croatian language and in using new media in students' free time, on the sample of teachers (N = 110)

	Min	Max	M	SD	Min	Max	M	SD
mixed letters (withIN woRDs, etc.)	1	4	1.45	0.711	1	5	2.42	1.044
Phrases without the auxiliary verb (I hear, you arrived… and similar …, etc.)	1	4	1.88	0.875	1	5	3.05	1.074
vulgarisms (j… se, u pm, etc.)	1	4	1.32	0.703	1	5	3.24	1.157
Emoticons (☺, ☹ i sl.)	1	5	2.30	0.963	1	5	4.20	0.956
other symbols (*****, @@, ((((, &&&&, →→, ❤ ❤ , etc.)	1	4	1.73	0.866	1	5	3.65	1.080
abbreviations (btw, lol, fkt, dns, nmg, odg., etc.)	1	5	1.97	0.923	1	5	3.91	1.019
small letters only (marko je bio u zagrebu, etc.)	1	5	1.93	1.029	1	5	3.67	1.015
phrases without the (bio kod tebe, etc.)	1	4	2.17	0.897	1	5	3.24	1.049
all capital letters NEĆU DOĆI, etc.)	1	4	2.00	0.846	1	5	3.09	0.934
multiple punctuation marks (??????; !!!!!!!, ::::::, ... etc.)	1	5	2.47	0.965	1	5	3.54	0.895
Anglicisms (šeram, lajkam, forvardiram, fejs, etc.)	1	5	2.96	0.898	1	5	4.20	0.896
interjections and laughter symbols (oooohoooo, uuuuujjjj, haaaaahaa, etc.)	1	4	2.23	0.809	1	5	3.52	0.993
dialect (kaj, napravil, plac, etc.)	1	5	3.02	0.878	2	5	4.30	0.819

Legend: Min = minimal value; Max = maximal value; M = arithmetic mean; SD = standard deviation

The teachers' estimates show that teachers mostly express negative attitudes towards the influence of new media on students' written expression (Table 2). The arithmetic

mean of the scale of attitudes towards the influence of new media on students' written expression is M = 2.04 with the SD = 0.540, indicating that the majority of teachers do not agree with statements which imply a positive influence of new media on any aspect of students' written expression.

Table 2

Descriptive statistics for the scales of presence of elements of language of new media, attitudes towards the influence of new media, and measures of familiarity with students' writing in their free time, on the sample of teachers (N = 110)

	Min	Max	M	SD
Presence of elements of new media language in written schoolwork in the subject *Croatian language*	1.23	3.54	2.11	0.527
Presence of elements of new media language in students' use of new media in their free time	1.54	5.00	3.54	0.719
Attitudes towards the influence of new media on students' written expression	1	3	2.04	0.540
Have you had a chance to communicate with students via new media?	1	5	2.54	1.186
Do you have information on the students' way of writing when using new media in their free time?	1	5	3.18	0.911

Legend: Min = minimal value; Max = maximal value; M = arithmetic mean; SD = standard deviation

The results show the connection between the teachers' work experience and age and their estimates of students' use of elements of new media language. There is also a correlation between teachers familiarity with students' written expression in their free time and their attitudes towards the role of new media in written schoolwork, their estimates of students' use of elements of new media language in school and in new media and their communication with students via new media. Teachers' work experience and age show a low to moderate negative correlation with students' use of elements of new media language when using new media.

Insight into *Teachers' familiarity with students' written correspondence in their free time,* provided credibility for the examination of estimates, despite the risk of obtaining a negative outcome if the results were to show that teachers do not have actually insight into students' correspondence.

The results show that only 3.6 % of teachers do not have information on the way of students' written expression in their free time while the majority of teachers have this information sometimes (46 teachers) or often (35 teachers). Therefore, in line with the proposed research hypothesis H1. the results confirm that teachers are familiar with students' correspondence in their free time.

In order to examine whether teachers differ with respect to their age in being informed about students' written correspondence in their free time an analysis of variance was conducted on the dependent variable *Do you have information on the way of students' written expression in their free time?* and teachers' age as the independent variable. The uneven and relatively small number of participants in the age group categories disrupted the justification to apply parametric statistics, while the findings

of Levene's test of the homogeneity of variance (Levene's test = 2.375, uz df1 = 3 and df2 = 106, p = 0.047) show non-homogeneity of variance within the age groups of participants. In order to reduce the possibility of error in reaching conclusions on the existence of a statistically significant difference between age groups, an additional non-parametric Kruskal-Wallis test was applied. The results of the applied analysis of variance (F = 0.921, df = 3, p = 0.433), and the results of the non-parametric Kruskal-Wallis test (p = 0.486) show that there is no difference in teachers' being informed on the way of students' writing in their free time with respect to the teachers' age. Therefore, the obtained results confirm the initial research hypothesis H1.1 that teachers do not differ with respect to age in being informed about students' written correspondence in their free time.

Although the variables of participants' age and work experience show high correlation (r = .828), the research still sought to establish the existence of a difference in being informed about the students' way of written expression in their free time with respect to teachers' work experience. Analysis of variance was applied for the dependent variable *Do you have information on the way of students' written expression in their free time?* with teachers' work experience as the independent variable. With respect to an uneven number of participants within the categories of work experience, an additional non-parametricKruskal-Wallis test was applied. Levene's test of homogeneity of variance (Levene's test = 0.695, uz df1 = 3 and df2 = 106, p= 0.557) indicates that variances within the categories of participants' work experience are homogeneous. The results of the applied analysis of variance (F= 0.679, df = 3, p = 0.567), and the results of the non-parametric Kruskal-Wallis test (p = 0.534), show that there is no difference in teachers' being informed on the way of students' written expression in their free time with respect to the teachers' work experience. Accordingly, the results obtained confirm research hypothesis H1.2 that there is no difference between teachers' being informed about students' written correspondence in their free time with respect to the teachers' work experience.

Finally, in order to examine whether teachers differ in their being informed about students' written expression in their free time with respect to the county where they work, an analysis of variance was conducted on the dependent variable *Do you have information on the way of students' written expression in their free time?* and the county as the independent variable. As in previously mentioned procedures, considering the uneven and relatively low number of participants in categories and the findings of the Levene's test of homogeneity of variance (Levene's test = 2.789, with df1 = 3 and df2 = 106, p = 0.044) which indicate non-homogeneity of variance within counties, an additional non-parametric Kruskal-Wallis test was applied. The results of the analysis of variance show that there is no statistically significant difference between the counties where the teachers work and their being informed on the manner of students' written expression (F = 2.231, df = 3, p = 0.089).

Teachers generally estimate that students rarely use elements of new media language in their written schoolwork (M = 2.11, SD = 0.527), while they often use them in

writing in new media in their free time (M= 3.54, SD= 0.719). The difference in their estimates of using elements of new media language in schoolwork and in their free time is statistically significant, which is indicated by the result of the repeated measures t-test (t = −18.267, df = 109, p < .001).

Thus, the obtained results confirm initial hypothesis H2.1 that teachers estimate that students rarely use elements of new media language in their schoolwork. Furthermore, the results confirm initial hypothesis H2.5 that teachers estimate that students often use elements of new media language through new media in their free time.

As for teachers' estimates of the presence of elements of new media language in students' written schoolwork, the results of the analysis of variance show no statistically significant difference in the estimates with respect to the teachers' age (F = 0.329, df = 3, p = 0.804), work experience (F = 0.409, df = 3, p = 0.747) and county of employment (F = 0.316, df = 3, p = 0.814). Tables 3, 4, and 5 show the arithmetic means and standard deviations of teachers' estimates with respect to the independent variables of age, work experience and county.

Table 3
Arithmetic means and standard deviations of teachers' estimates of students' use of elements of new media language with respect to teachers' age.

		In school		In free time	
Teachers' age	N	M	SD	M	SD
Up to 30 years	19	2.11	0.471	3.75	0.716
From 31 to 40 years	49	2.10	0.520	3.77	0.596
From 41 to 50 years	25	2.06	0.442	3.23	0.704
51 and more years	17	2.22	0.721	3.10	0.747

Table 4
Arithmetic means and standard deviations of teachers' estimates of the use of elements of new media language among students with respect to the teachers' work experience (N = 110)

		In school		In free time	
Work experience	N	M	SD	M	SD
From 0 to 5 years	18	2.11	0.460	3.69	0.707
From 6 to 10 years	23	2.20	0.507	3.89	0.467
From11 to 20 years	39	2.05	0.517	3.51	0.771
21 and more years	30	2.13	0.601	3.22	0.700

Levene's test of equality of variance showed a homogeneity of variances within the categories of work experience and county (p > 0.05), while for the category of teachers' age the variances within the groups were not homogeneous (p < 0,05). For that reason, the Kruskal-Wallis non-parametric test was applied to the variable of age to additionally confirm that there is no statistically significant difference in students' use of elements of new media language in their written schoolwork with respect to the teachers' age (p = 0.995).

Table 5

Arithmetic means and standard deviations of teachers' estimates of students' use of elements of new media language with respect to the county of employment(N = 110)

County	N	In school		In free time	
		M	SD	M	SD
Varaždin	32	2.05	0.554	3.52	0.744
Međimurje	22	2.12	0.426	3.40	0.673
Krapina-Zagorje	26	2.11	0.486	3.66	0.691
Zagreb	30	2.18	0.609	3.55	0.761

The results confirm initial hypotheses H2., H2.3 and H2.4, according to which teachers' estimates of students' use of elements of new media language in their written schoolwork do not differ with respect to teachers' age, years of work experience or the county of their employment.

On the other hand, regarding teachers' estimates of the presence of elements of new media language among students in their free time and through new media, the results of the analysis of variance indicate a statistically significant difference in estimates with respect to the teachers' age (F = 6.901, df = 3, p = 0.000) and work experience (F = 4.373, df = 3, p = 0.006), but not with respect to the county of their employment(F = 0.539, df = 3, p = 0.657). Levene's test for all variables points to the homogeneity of variances within groups. According to the results, there is no difference in teachers' estimates of students' use of elements of new media language when using new media with respect to the county in which the teachers work and that confirms initial hypothesis H2.8.

The results show that that there is a statistically significant difference in the estimates of teachers in the age group up to 30 years of age, along with those between 31 and 40 years of age and those from 41 to 50 and 51 and older. The differences indicate that teachers who are in the younger age category estimate students' use of elements of new media language as higher. Therefore, the results indicate that there is a difference between teachers' estimates of students' use of elements of new media language in new media with respect to the teachers' age, based on which the initial hypothesis H2.6 is rejected.

Differences between the arithmetic means of teachers' estimates of students' use of elements of new media language in their free time with respect to teachers' work experience confirm the existence of statistically significant differences among teachers with 0 to 5 years of work experience and those with 21 and more years of work experience, between those who have between 6 to 10 years of work experience and those with 11 to 20 years of work experience and 21 and more years of work experience. Similar to the categories of age, all differences indicate that teachers with less work experience estimate the use of elements of new media language among students as higher.

The results show that there is a difference in teachers' estimates of students' use of elements of new media language in new media with respect to the years of work experience, which rejects initial hypothesis H2.7.

Discussion

In line with the set research hypothesis H1., the results confirm that teachers are familiar with students' written correspondence in their free time.

Initial hypotheses H1.1, H1.2 and H1.3 are confirmed by the research results, i.e. teachers are familiar with students' written correspondence in their free time and their estimates do not differ with respect to age, work experience or the county t of employment.

Moreover, teachers estimate that students least frequently use vulgarisms in their schoolwork and mixed letters within words in their free time. Teachers further estimate that the most frequently used forms in students' schoolwork and in new media are dialectal expressions. These findings confirm hypothesis H1., according to which teachers estimate that elements of new media language are significantly more frequentin new media than in their schoolwork. As we are not familiar with research on teachers' estimates by other authors, these results are compared with previous results of students' estimates (Turk Sakač & Filipan-Žignić, 2019). In that respect, it can be observed that students' and teachers' estimates of the presence of elements of new media language among students is rather consistent. What is more, these results coincide with the results of the research on 15-year-old students' writing conducted in Croatia in 2015 and 2016 (Filipan-Žignić et al., 2015b; 2016), with the results of research on Swiss students' writing (Dürscheid, 2016), and with similar phenomena found in research regarding the English language (Crystal, 2007; 2011). The Swiss research shows that the students' writing in their free time does not influence their schoolwork (Dürscheid, 2016). The same author claims that in today's age of modern media young people write more in their free time than they used to when digital media did not exist. However, Crystal's (2009) analysis of text messages shows that the specific form of writing among the youth in the new media is only a temporary developmental phase thatwill wear off with time.

The results of the analysis of variance of teachers' estimates show that there is no statistically significant difference in their estimates with respect to the teachers' age, their work experience or the county where they work. On the other hand, in the analysis of variance of teachers' estimates of the presence of elements of new media language among students when using new media in their free time the results indicate a statistically significant difference in teachers' estimates with respect to teachers' age andwork experience but not with respect to the county where they work. All of the differences head in the same direction, namely that younger teachers estimate the presence of elements of new media language among students as higher. Similar to the categories of teachers' age, teachers with less work experience estimate the presence of elements of new media language among students to be higher.

Therefore, the results confirm hypothesis H2.1., that teachers estimate that students rarely use elements of new media language in their written schoolwork. At the same

time, hypothesis H2.5., stating that teachers estimate that students often use elements of new media through new media in their free time is also confirmed.

Initial hypotheses H2.2., H2.3. and H2.4. have also been confirmed, i.e. teachers' estimates of students' use of elements of new media in their schoolwork do not differ with respect to teachers' age, work experience and the county of their employment.

On the other hand, the results show that there is a difference in teachers' estimates of students' use of elements of new media language when using new media with respect to the teachers' age and years of work experience, and therefore initial hypotheses H2.6. and H2.7 are rejected. However, the results also show that there is no difference in teachers' estimates of students' use of elements of new media language when using new media with respect to the county of their employment, which confirms initial hypothesis H2.8.

Conclusion

In line with the proposed research hypotheses the results confirm that teachers are familiar with students' written correspondence in their free time. Their being informed does not differ with respect to age, work experience, or the county of their employment. Therefore, we can assume that the estimates of teachers of Croatian are based on their actual experience with students' writing in their free time and that the results are realistic.

The results of teachers' estimates show that in their written schoolwork students rarely use elements of new media language, while those elements are frequently used in new media in their free time. The difference in their estimates of students' use of elements of new media language for school purposes and in their free time is statistically significant. Teachers' estimates regarding students' written work in school do not differ with respect to the teachers' age, work experience or the county where they work. However, a statistically significant difference in teachers' estimates of students' written correspondence in their free time is confirmed with respect to the teachers' age and work experience but not with respect to the county where they work.

Such results of teachers' estimates suggest the conclusion that even though students use elements of new media language in their free time, they generally do not use them in their written school assignments. Teachers are aware of the presence of new media language in students' written texts produced in their free time. However, their estimates point to the conclusion that, by the end of their primary school education, students have developed their communicative competence and know how to use the Croatian standard language in situations when that is appropriate.

It is certainly a fact that the writing of young people is changing under the influence of communication through new media. However, the results of this research exclude reasons for growing concern over the deterioration of writing and students' poor spelling as a result of their writing in new media. Still, in order to prevent language corruption, as a result of continuous writing in new media, the language of new media

should be represented in teaching the standard language. The picture we get based on teachers' estimates, suggests that the teachers' tasks related to language teaching are becoming more complex and demanding. Namely, in order to create a more interesting, attractive and up-to-date teaching process, the teachers should include in their teaching process the language of new media, as well as various teaching strategies, such as comparisons, translations, corrections, etc., and enable their students to acquire linguistic and communicative competence in the process. This will point to the differences between formal and informal communication and lead to students' awareness of different forms of communication.

The literacy level of eight-graders should be re-investigated in future research, in order to determine whether the long-term use of language elements of the new media when communicating through different internet services can lead to certain changes which could potentially point to deteriorated literacy of young people in the future – especially recently during online teaching when due to the COVID-19 pandemic students used new media to a greater degree, both in their free time and for the purpose of learning.

The level of literacy in younger primary school students is also worth investigating since they also increasingly write and communicate through new media. There are however, limitations, and they refer to the students' lack of awareness about personal writing and lack of knowledge about the norms of the standard language which could lead to incorrect and unrealistic student assessment.

Such an approach to language, which includes regular and elaborate research into young people's writing, monitoring the changes the new media introduce to the language, developing and preserving literacy among young people, and raising their awareness about the rules of writing in formal and informal situations, etc., indicates care and concern for language, but at the same time love for it.

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Jezik novih medija u učeničkim pisanim tekstovima iz perspektive učitelja

Sažetak

Nepridržavanje pravopisnih normi pri pisanju u novim medijima mnogim jezikoslovcima i učiteljima daje naslutiti kako su mladi danas sve nepismeniji. Stoga je cilj ovoga istraživanja bio ispitati procjene učitelja Hrvatskoga jezika o zastupljenosti elemenata jezika novih medija u radovima učenika 8. razreda, onima pisanima u školi i za školu te u tekstovima pisanima u slobodno vrijeme. Naime, učitelji imaju najviše uvida u učeničko pisanje u školi, ali sve više i u neformalnim situacijama, poput pisanja u novim medijima. Istraživanjem se pokušalo utvrditi koliko su učitelji upoznati s učeničkom pisanom korespondencijom u slobodno vrijeme. Autorice je također zanimalo postoje li razlike u procjenama učitelja s obzirom na dob, godine staža i županiju iz koje dolaze. U istraživanju je sudjelovalo 110 učitelja iz četiriju hrvatskih županija, a kao instrument poslužio je anketni upitnik u kojem su učitelji davali svoje procjene zastupljenosti elemenata jezika novih medija u učeničkim školskim pisanim radovima te u tekstovima pisanima u slobodno vrijeme u novim medijima, kao i procjene o učeničkoj korespondenciji pisanoj u slobodno vrijeme u novim medijima. Rezultati su pokazali kako učitelji procjenjuju da učenici rijetko rabe elemente jezika novih medija u pisanim radovima za potrebe škole, a često u slobodno vrijeme u novim medijima. Procjene se razlikuju samo za pisanje učenika u slobodno vrijeme, s obzirom na dob i radni staž učitelja. Rezultati također pokazuju da učitelji imaju uvid u pisanu učeničku korespondenciju u slobodno vrijeme.

Ključne riječi: *osviještenost učitelja o pisanoj korespondenciji učenika; pisanje u novim medijima; pisanje u školi; učenici 8. razreda.*

Uvod

Novi mediji danas predstavljaju nezaobilazno sredstvo informiranja, prenošenja vrijednosti, oblikovanja identiteta i stavova te pogleda na život i svijet, a to znači i snažan čimbenik u procesu socijalizacije mladih (Matijević, Bilić i Opić, 2016).

Mladi danas „razgovaraju tipkajući" (Storrer, 2001), odnosno „razgovaraju prstima" (Bühler, 2010), a njihovi tekstovi pisani u novim medijima (na Facebooku, WhatsAppu, Instagramu, Snapchatu i sl.) sadrže elemente usmenoga govora tipičnoga za slobodan stil usmene komunikacije, tj. razgovorni stil. Na Facebooku se, naime, po prvi put dogodilo

da pisana komunikacija sadrži mnoštvo elemenata usmene komunikacije (Filipan-Žignić, 2012; Filipan-Žignić, Legac, Pahić i Sobo, 2015a), a to se nastavilo i u svim drugim internetskim uslugama koje prvenstveno služe komunikaciji. Komunikacijom u novim medijima bave se posljednjih dvaju desetljeća mnogi eminentni autori (usp. Crystal, 2007; Crystal, 2011; Baron 2008, Brommer i Dürscheid 2021, Dürscheid 2016; Filipan-Žignić, 2012; Filipan-Žignić i sur., 2015a; Filipan-Žignić i Mošmondor, 2015b; Filipan-Žignić, Kitner i Sobo, 2016, Filipan-Žignić, Turk Sakač i Sobo, 2019; Turk Sakač i Filipan-Žignić, 2019; Turk Sakač i Filipan-Žignić, 2020; Verheijen, 2017; Žic Fuchs i Tuđman Vuković, 2008; Žic Fuchs, Broz i Tuđman Vuković, 2013; Tayebinik i Puteh 2012; Yusuf, Natsir i Yusra, 2016; i dr.). Njihova su istraživanja pokazala da su obilježja jezika novih medija u prvom redu kratice (btw, lol, fkt, omg), emotikoni (:-) , :-(, ☺ , ☹), anglizmi (mejkover, celebrity, event, make up, exkluziv, party), dijalektizmi (kaj, hiža), vulgarizmi (f*** you, shit), grafičko-stilistička sredstva (*******, @@, ((((, &&&&), hibridizacija pisanih i usmenih oblika (2night), nepoštivanje norme (nezna se ko je sladi), ponavljanje glasova (thanxxx, heeeellllooo) i dr. Njima Dürscheid (2016) pridodaje i uporabu fraza, citata i slogana te intenziviranje izraza poput mega, hiper, super, cool itd. Verheijen (2017) je lingvističkom analizom nizozemskoga korpusa došla do rezultata koji pokazuju da su varijable dob i medij od presudne važnosti za uporabu *online* jezika kod mladih. Prema tome, adolescenti u dobi od 13 do 16 godina češće koriste jezične značajke koje odstupaju od standardnoga jezika u odnosu na stariju mladež.

Da nedvojbeno postoje određene promjene u jeziku izazvane komunikacijom i pisanjem u novim medijima, potvrđuju stavovi učitelja Hrvatskoga jezika o negativnom utjecaju novih medija na pisano izražavanje učenika i to najviše na bogatstvo učeničkoga rječnika, na pravopisnu točnost, na stil pisanja i na originalnost učeničkih sastavaka (Filipan-Žignić i sur., 2019). Međutim, da bi se dokazalo da do „kvarenja" i „osiromašivanja" jezika doista dolazi, potrebna su sustavna istraživanja, a ovo istraživanje samo je jedno od njih.

Metodologija

Cilj istraživanja bio je istražiti procjene učitelja Hrvatskoga jezika o zastupljenosti elemenata jezika novih medija u pisanim radovima u školi i za školu te u tekstovima pisanim u slobodno vrijeme kod učenika 8. razreda osnovnih škola s obzirom na spol, dob, stručnu spremu, godine staža i županiju u kojoj rade.

Prvi problem istraživanja bio je utvrditi koliko su učitelji Hrvatskoga jezika upoznati s pisanom korespondencijom učenika u slobodno vrijeme s obzirom na dob učitelja, godine staža i županiju u kojoj rade. Postavljene su sljedeće hipoteze:

H1.1. Učitelji Hrvatskoga jezika procjenjuju da su upoznati s pisanom korespondencijom učenika u slobodno vrijeme.

H1.2. Procjene učitelja Hrvatskoga jezika o upoznatosti s pisanom korespondencijom učenika u slobodno vrijeme ne razlikuju se s obzirom na dob učitelja.

H1.3. Procjene učitelja Hrvatskoga jezika o upoznatosti s pisanom korespondencijom učenika u slobodno vrijeme ne razlikuju se s obzirom na godine staža učitelja.

H1.4. Procjene učitelja Hrvatskoga jezika o upoznatosti s pisanom korespondencijom učenika u slobodno vrijeme ne razlikuju se s obzirom na županiju u kojoj rade.

Drugi problem istraživanja bio je ispitati postoji li statistički značajna razlika između učiteljskih procjena o učeničkoj uporabi elemenata jezika novih medija u pisanim radovima u školi i za potrebe škole te u novim medijima u slobodno vrijeme i to s obzirom na dob učitelja, godine staža i županiju u kojoj rade. Postavljene su sljedeće hipoteze:

H2. Učitelji procjenjuju da su elementi jezika novih medija kod učenika značajno češće zastupljeni u novim medijima, nego u radovima pisanim za potrebe škole.

H2.1. Učitelji Hrvatskoga jezika procjenjuju da učenici rijetko rabe elemente jezika novih medija u pisanim radovima za potrebe škole.

H2.2. Procjene učitelja Hrvatskoga jezika o učeničkoj uporabi elemenata jezika novih medija u pisanim radovima za potrebe škole ne razlikuju se s obzirom na dob učitelja.

H2.3. Procjene učitelja Hrvatskoga jezika o učeničkoj uporabi elemenata jezika novih medija u pisanim radovima za potrebe škole ne razlikuju se s obzirom na godine radnoga staža učitelja.

H2.4. Procjene učitelja Hrvatskoga jezika o učeničkoj uporabi elemenata jezika novih medija u pisanim radovima za potrebe škole ne razlikuju se s obzirom na županiju u kojoj rade.

H2.5. Učitelji Hrvatskoga jezika procjenjuju da učenici često rabe elemente jezika novih medija u novim medijima u slobodno vrijeme.

H2.6. Procjene učitelja Hrvatskoga jezika o učeničkoj uporabi elemenata jezika novih medija u novim medijima ne razlikuju se s obzirom na dob učitelja.

H2.7. Procjene učitelja Hrvatskoga jezika o učeničkoj uporabi elemenata jezika novih medija u novim medijima ne razlikuju se s obzirom na godine radnoga staža učitelja.

H2.8. Procjene učitelja Hrvatskoga jezika o učeničkoj uporabi elemenata jezika novih medija u novim medijima ne razlikuju se s obzirom na županiju u kojoj rade.

Procjene učitelja ispitane su pomoću upitnika osmišljenoga za potrebe ovoga istraživanja.

Upitnik korištenja elemenata jezika novih medija u pisanim tekstovima sastoji se od 14 čestica koje označavaju elemente jezika novih medija: kratice, emotikoni, samo velika slova, samo mala slova, mješovita slova, višestruki interpunkcijski znakovi, ikonički znakovi, uzvici i oznake smijeha, sintagme bez subjekta, sintagme bez pomoćnoga glagola, aorist i imperfekt umjesto perfekta, dijalektizmi, vulgarizmi i anglizmi.

Ispitanici su dali svoje procjene zastupljenosti elemenata jezika novih medija kod učenika, posebno u pisanim radovima iz Hrvatskoga jezika (sastavci, školske zadaće, PowerPoint prezentacije, seminari…) pisanim u školi ili za potrebe škole te posebno

za korištenje ovih elemenata u novim medijima u njihovo slobodno vrijeme. Učitelji su se u svojim procjenama koristili odgovorima od 1 do 5 (1 – nikada, 2 – rijetko, 3 – ponekad, 4 – često, 5 – uvijek). Verzija upitnika za učitelje uključuje i 2 pitanja koja se odnose na njihovu upoznatost s učeničkim korištenjem elemenata jezika novih medija u njihovo slobodno vrijeme (Jeste li imali prilike komunicirati s učenicima putem novih medija? i Imate li informacije o načinu pisanoga izražavanja učenika u slobodno vrijeme u novim medijima?), pri čemu su svoje procjene dali na skali od 1 do 5 (1 – nikada, 2 – rijetko, 3 – ponekad, 4 – često, 5 – uvijek).

Na uzorku učitelja provedena je faktorska analiza po metodi glavnih komponenata sa zadanom ekstrakcijom jednoga faktora. Bartlettov test ($\chi 2 = 486{,}91$, df = 91, p = ,000) i Kaiser-Meyer-Olkinov indeks (KMO = ,81) pokazali su da je korelacijska matrica pogodna za provedbu faktorske analize.

Eksploratorna faktorska analiza glavnih komponenata rezultirala je zadanom ekstrakcijom jednoga faktora koji objašnjava 34,09 % ukupne varijance.

Pouzdanost skale od 13 čestica izražena Cronbachovim α koeficijentom je visoka i iznosi ,85. Aritmetička sredina skale M = 27,43 uz standardnu devijaciju SD = 6,848, pri čemu se teoretski raspon rezultata kreće od 13 do 65.

Vrijednosti asimetričnosti distribucije rezultata skale, koja iznosi 0,542 (uz standardnu pogrešku 0,230), i spljoštenosti, koja iznosi −0,547 (uz standardnu pogrešku 0,457), upućuju na normalnu distribuciju rezultata.

Za procjenu učeničkoga korištenja elemenata jezika novih medija u pisanju u novim medijima u slobodno vrijeme na uzorku učitelja provedena je faktorska analiza po metodi glavnih komponenata sa zadanom ekstrakcijom jednoga faktora. Bartlettov test ($\chi 2 = 905{,}17$, df = 91, p = ,000) i Kaiser-Meyer-Olkinov indeks (KMO = ,89) pokazali su da je korelacijska matrica pogodna za provedbu faktorske analize.

Eksploratorna faktorska analiza glavnih komponenata rezultirala je zadanom ekstrakcijom jednoga faktora koji objašnjava 49,29 % ukupne varijance. Zbog niskoga opterećenja na čestici *Aorist i imperfekt umjesto perfekta* (opterećenje < 0,30), ova je čestica izbačena iz daljnje analize. Faktorska analiza na preostalih trinaest čestica pokazala je jedan faktor koji objašnjava 52,61 % ukupne varijance.

Pouzdanost skale od 13 čestica izražena Cronbachovim α koeficijentom je izvrsna i iznosi .92. Aritmetička sredina skale M = 46,02 uz standardnu devijaciju SD = 9,342, pri čemu se teoretski raspon rezultata kreće od 13 do 65.

Vrijednosti asimetričnosti distribucije rezultata skale, koja iznosi −0,547 (uz standardnu pogrešku 0,230), i spljoštenosti, koja iznosi 0,258 (uz standardnu pogrešku 0,457), upućuju na normalnu distribuciju rezultata.

Rezultati na dodatne dvije mjere koje se nalaze u upitniku za učitelje, a koje su sačinjene od po jedne čestice, *Jeste li imali prilike komunicirati s učenicima putem novih medija?* i *Imate li informacije o načinu pisanoga izražavanja učenika u slobodno vrijeme u novim medijima?,* također pokazuju normalnu distribuciju rezultata što ih čini pogodnim za korištenje u predviđenim parametrijskim stastistićkim analizama.

Rezultati

Učitelji procjenjuju (Tablica 1) da u školskim pisanim radovima učenici najrjeđe koriste vulgarizme (M= 1,32, SD= 0,703), a u slobodno vrijeme, jednako kao što to procjenjuju i učenici, mješovita slova unutar riječi (M= 1,68, SD= 1,126) (M= 1,45, s= 1,044). Najviše zastupljenima u školskim radovima učenika i novim medijima procjenjuju dijalektizme ($M_{škola}$= 3,02, SD= 0,878, $M_{novi\ mediji}$= 4,30, SD= 0,819). Iz prosječnih rezultata skale zastupljenosti elemenata novih medija na uzorku učitelja vidljivo je da je aritmetička sredina skale učiteljskih procjena viša za zastupljenost ovih elemenata u novim medijima nego u radovima učenika za potrebe škole (Tablica 2) ($M_{škola}$ = 2,11, SD = 0,527, $M_{novi\ mediji}$ = 3,54, SD = 0,719).

Tablica 1

Iz procjene učitelja vidljivo je da učitelji izražavaju uglavnom negativne stavove prema utjecaju novih medija na pisano izražavanje učenika (Tablica 2). Aritmetička sredina skale stavova prema utjecaju novih medija na pisano izražavanje učenika iznosi M = 2,04 uz sd = 0,540, što znači da se većina učitelja ne slaže s tvrdnjama koje impliciraju pozitivan utjecaj novih medija na bilo koji aspekt pisanoga izražavanja učenika.

Tablica 2

Rezultati pokazuju da postoji povezanost radnoga staža i dobi učitelja s procjenama učeničkoga korištenja elemenata jezika novih medija u novim medijima, kao i povezanost informiranosti učitelja o načinu pisanoga izražavanja učenika u slobodno vrijeme sa stavovima prema ulozi novih medija u školskim pisanim radovima, procjenama učeničkoga korištenja elemenata jezika novih medija u školi i u novim medijima te komunikacijom s učenicima putem novih medija. Staž i dob učitelja pokazuju nisku do umjerenu negativnu povezanost s učeničkim korištenjem elemenata jezika novih medija u novim medijima.

Uvidom u *Upoznatost učitelja s pisanom korespondencijom učenika u slobodno vrijeme* dobilo se vjerodostojno pokriće za ispitivanje procjena, usprkos postojanju rizika da se dobije neželjeni ishod, ako se utvrdi da učitelji zapravo nemaju uvid u pisanu korespondenciju učenika.

Rezultati su pokazali da svega 3,6 % učitelja uopće nema informacije o načinu pisanoga izražavanja učenika u slobodno vrijeme, dok najveći dio njih ima ove informacije ponekad (46 učitelja) ili često (35 učitelja).

U skladu s postavljenom istraživačkom hipotezom H1.1. dobiveni rezultati potvrđuju da su učitelji upoznati s pisanom korespondencijom učenika u slobodno vrijeme.

Kako bi se ispitalo razlikuju li se učitelji u informiranju o načinu pisanoga izražavanja učenika u slobodno vrijeme ovisno o njihovoj dobi, provedena je analiza varijance s varijablom *Imate li informacije o načinu pisanoga izražavanja učenika u slobodno vrijeme* kao zavisnom varijablom te dobi učitelja kao nezavisnom varijablom. S obzirom na

neujednačen broj i relativno mali broj ispitanika po dobnim kategorijama, čime je narušen uvjet o opravdanosti provođenja parametrijske statistike, kao i s obzirom na nalaz Levenova testa o homogenosti varijance (Levenov test = 2,375, uz df1 = 3 i df2 = 106, p = 0,047) koji ukazuje na nehomogenost varijance unutar dobnih kategorija ispitanika, kako bismo umanjili vjerojatnost pogreške kod donošenja zaključka o postojanju statistički značajne razlike među dobnim kategorijama, dodatno je proveden još i neparametrijski Kruskal-Wallisov test. Rezultati provedene analize varijance (F = 0,921, df = 3, p = 0,433), kao i rezultati neparametrijskoga Kruskal-Wallisova testa (p = 0,486), pokazuju da ne postoji razlika u informiranosti o načinu pisanoga izražavanja učenika u slobodno vrijeme ovisno o dobi učitelja.

U skladu s postavljenom istraživačkom hipotezom H1.2. dobiveni rezultati potvrđuju da se s obzirom na dob učitelji ne razlikuju po informiranosti o pisanoj korespondenciji učenika u slobodno vrijeme.

Bez obzira što varijable dobi i radnoga staža ispitanika u provedenom istraživanju pokazuju visoku povezanost (r = ,828), istraživanjem smo ipak nastojali utvrditi postoji li razlika u informiranju o načinu pisanoga izražavanja učenika u slobodno vrijeme ovisno o radnom stažu učitelja. Jednako kao i za dob ispitanika provedena je analiza varijance s varijablom *Imate li informacije o načinu pisanoga izražavanja učenika u slobodno vrijeme* kao zavisnom te radnim stažem učitelja kao nezavisnom varijablom. S obzirom na neujednačen broj ispitanika prema kategorijama radnoga staža, kao i kod prijašnje analize, dodatno je proveden još i neparametrijski Kruskal-Wallisov test. Levenov test homogenosti varijance (Levenov test = 0,695, uz df1 = 3 i df2 = 106, p= 0,557) ukazuje da su varijance unutar kategorija staža ispitanika homogene. Rezultati provedene analize varijance (F= 0,679, df = 3, p = 0,567), kao i rezultati neparametrijskoga Kruskal-Wallisova testa (p = 0,534), pokazuju da ne postoji razlika u informiranosti o načinu pisanoga izražavanja učenika u slobodno vrijeme, ovisno o radnom stažu učitelja.

U skladu s postavljenom istraživačkom hipotezom H1.3. dobiveni rezultati potvrđuju da se s obzirom na godine staža učitelji ne razlikuju po informiranosti o pisanoj korespondenciji učenika u slobodno vrijeme.

Naposljetku, kako bi se ispitalo razlikuju li se učitelji u informiranosti o načinu pisanoga izražavanja učenika u slobodno vrijeme ovisno o županiji u kojoj rade, provedena je analiza varijance s varijablom *Imate li informacije o načinu pisanoga izražavanja učenika u slobodno vrijeme* kao zavisnom varijablom te županijom kao nezavisnom varijablom. Kao i kod ranijih postupaka, s obzirom na neujednačen broj i relativno mali broj ispitanika po kategorijama, kao i s obzirom na nalaz Levenova testa o homogenosti varijance (Levenov test = 2,789, uz df1 = 3 i df2 = 106, p = 0,044) koji ukazuje na nehomogenost varijance unutar županija, dodatno je proveden još i neparametrijski Kruskal-Wallisov test. Rezultati provedene analize varijance pokazali su da ne postoji statistički značajna razlika među županijama u kojima ispitanici rade u informiranosti o načinu pisanoga izražavanja učenika (F = 2,231, df = 3, p = 0,089).

Učitelji općenito procjenjuju da učenici u pisanim radovima za potrebe škole rijetko

koriste elemente jezika novih medija (M = 2,11, SD = 0,527), a u slobodno vrijeme u novim medijima često (M= 3,54, SD= 0,719). Razlika u njihovim procjenama učeničkoga korištenja elemenata jezika novih medija za potrebe škole i u slobodno vrijeme statistički je značajna, na što ukazuje rezultat t-testa za ponovljena mjerenja (t = −18,267, df = 109, p < ,001).

Dobiveni rezultati, dakle, potvrđuju polaznu hipotezu H2.1. da učitelji procjenjuju da učenici u pisanim radovima za potrebe škole rijetko koriste elemente jezika novih medija. Dobiveni rezultati, isto tako, potvrđuju i polaznu hipotezu H2.5. da učitelji procjenjuju da učenici u slobodno vrijeme u novim medijima često koriste elemente jezika novih medija.

Što se tiče učiteljskih procjena zastupljenosti elemenata jezika novih medija kod učenika u pisanim radovima za potrebe škole, rezultati provedene analize varijance pokazuju da ne postoji statistički značajna razlika u procjenama s obzirom na dob učitelja (F = 0,329, df = 3, p = 0,804), radni staž (F = 0,409, df = 3, p = 0,747) i županiju u kojoj rade (F = 0,316, df = 3, p = 0,814). U tablicama 3., 4. i 5. prikazane su aritmetičke sredine i standardne devijacije učiteljskih procjena s obzirom na navedene nezavisne varijable dobi, radnoga staža i županije.

Tablica 3

Tablica 4

Tablica 5

Levenov test jednakosti varijance ukazao je na homogenost varijanci unutar kategorija radnoga staža i županija (p > 0,05), dok kod kategorija dobi učitelja varijance unutar skupina nisu homogene (p < 0,05). Iz toga je razloga za varijablu dobi proveden i Kruskal-Wallisov neparametrijski test koji dodatno potvrđuje da ne postoji statistički značajna razlika u procjenama učeničkoga korištenja elemenata jezika novih medija u pisanim radovima za potrebe škole s obzirom na dob učitelja (p = 0,995).

Dobiveni rezultati potvrđuju polazne hipoteze H2.2., H2.3. i H2.4. prema kojima se učiteljske procjene učeničkoga korištenja elemenata jezika novih medija u školi i za potrebe škole ne razlikuju s obzirom na dob i godine radnoga staža učitelja, kao i županiju u kojoj rade.

Za učiteljske procjene zastupljenosti elemenata jezika novih medija kod učenika u slobodno vrijeme u novim medijima, s druge strane, rezultati provedene analize varijance ukazuju na statistički značajnu razliku u procjenama s obzirom na dob učitelja (F = 6,901, df = 3, p = 0,000) i radni staž (F = 4,373, df = 3, p = 0,006), ali ne i s obzirom na županiju u kojoj rade (F = 0,539, df = 3, p = 0,657). Levenov test za sve varijable ukazuje na homogenost varijanci unutar skupina.

Prema dobivenim rezultatima ne postoji razlika u učiteljskim procjenama učeničke uporabe elemenata jezika novih medija u novim medijima s obzirom na županiju u kojoj rade čime je potvrđena polazna hipoteza H2.8.

Rezultati potvrđuju da postoji statistički značajna razlika u procjenama učitelja koji imaju do 30 godina i onih od 51 i više godina te među onima koji imaju od 31 do 40 godina i onih od 41 do 50 te 51 i više godina. Sve razlike idu u smjeru da učitelji iz niže dobne kategorije procjenjuju zastupljenost korištenja elemenata jezika novih medija kod učenika višom.

Dobiveni rezultati pokazuju da postoji razlika u učiteljskim procjenama učeničke uporabe elemenata jezika novih medija u novim medijima s obzirom na dob učitelja čime je odbačena polazna hipoteza H2.6.

Razlike među aritmetičkim sredinama učiteljskih procjena korištenja elemenata jezika novih medija kod učenika u slobodno vrijeme s obzirom na radni staž učitelja potvrđuju da postoji statistički značajna razlika u procjenama učitelja koji imaju od 0 do 5 godina radnoga staža i onih s 21 i više godina te između onih koji imaju od 6 do 10 godina radnoga staža i 11 do 20 te 21 i više godina radnoga staža. Vrlo slično, kao i kod dobnih kategorija učitelja, sve razlike idu u smjeru da učitelji s manje radnoga staža procjenjuju zastupljenost korištenja elemenata jezika novih medija kod učenika višom.

Rezultati pokazuju da postoji razlika u učiteljskim procjenama učeničke uporabe elemenata jezika novih medija u novim medijima s obzirom na godine staža učitelja čime je odbačena polazna hipoteza H2.7.

Rasprava

U skladu s postavljenom istraživačkom hipotezom H1.1. dobiveni rezultati potvrđuju da su učitelji upoznati s pisanom korespondencijom učenika u slobodno vrijeme.

Dobiveni rezultati potvrđuju polazne hipoteze H1.2., H1.3. i H1.4. da su učitelji upoznati s pisanom korespondencijom učenika u slobodno vrijeme i da se njihove procjene ne razlikuju s obzirom na dob i godine radnoga staža učitelja, kao i županiju u kojoj rade.

Učitelji, nadalje, procjenjuju da u školskim pisanim radovima učenici najrjeđe koriste vulgarizme, a u slobodno vrijeme mješovita slova unutar riječi. Najviše zastupljenima u školskim radovima učenika i novim medijima procjenjuju dijalektizme. Ovi nalazi potvrđuju hipotezu H1, prema kojoj učitelji procjenjuju da su elementi jezika novih medija kod učenika značajno češće zastupljeni u novim medijima negoli u radovima pisanim za potrebe škole. Nisu nam poznata istraživanja procjena učitelja drugih autora pa uspoređujemo ove rezultate s ranijim rezultatima procjene učenika (Turk Sakač i Filipan-Žignić, 2019). Može se tako zamijetiti da su učeničke i učiteljske procjene o zastupljenosti elemenata jezika novih medija kod učenika prilično ujednačene. Ti se rezultati zanimljivo poklapaju i s rezultatima istraživanja pisanja petnaestogodišnjih učenika još 2015. i 2016. godine u Hrvatskoj (Filipan-Žignić i sur., 2015b; 2016) kao i s rezultatima istraživanja pisanja švicarskih učenika (Dürscheid, 2016), a vrlo slične fenomene pronalazimo i u onima na engleskom jeziku (Crystal, 2007; 2011). Švicarsko istraživanja pokazalo je da nema utjecaja pisanja u slobodno vrijeme kod mladih na pisanje u školi (Dürscheid, 2016). Ista autorica tvrdi da u današnje vrijeme novih

medija mladi puno više pišu u slobodno vrijeme, negoli su mladi pisali nekad kad novih digitalnih medija nije bilo. Crystal (2009) pak analizom SMS poruka dokazuje da je specifičan način pisanja kod mladih u novim medijima samo prolazna faza razvoja koja će s godinama nestati.

Rezultati provedene analize varijance učiteljskih procjena pokazuju da ne postoji statistički značajna razlika u procjenama s obzirom na dob učitelja, radni staž, niti županiju u kojoj rade. Za učiteljske procjene zastupljenosti elemenata jezika novih medija kod učenika u slobodno vrijeme u novim medijima, s druge strane, rezultati provedene analize varijance ukazuju na statistički značajnu razliku u procjenama s obzirom na dob učitelja i radni staž, ali ne i s obzirom na županiju u kojoj rade. Sve razlike idu u smjeru da učitelji iz niže dobne kategorije procjenjuju zastupljenost korištenja elemenata jezika novih medija kod učenika višom. Vrlo slično kao i kod dobnih kategorija učitelja, sve razlike idu u smjeru da učitelji s manje radnoga staža procjenjuju zastupljenost korištenja elemenata jezika novih medija kod učenika višom.

Dobiveni rezultati, dakle, potvrđuju polaznu hipotezu H2.1. da učitelji procjenjuju da učenici u pisanim radovima za potrebe škole rijetko koriste elemente jezika novih medija.

Isto tako dobiveni rezultati potvrđuju polaznu hipotezu H2.5. da učitelji procjenjuju da učenici u slobodno vrijeme u novim medijima često koriste elemente jezika novih medija.

Polazne hipoteze H2.2., H2.3. i H2.4. da se učiteljske procjene učeničkoga korištenja elemenata jezika novih medija u školi i za potrebe škole ne razlikuju s obzirom na dob i godine radnoga staža učitelja, kao i županiju u kojoj rade također su potvrđene.

S druge strane dobiveni rezultati pokazuju da postoji razlika u učiteljskim procjenama učeničke uporabe elemenata jezika novih medija u novim medijima s obzirom na dob i godine staža učitelja čime su odbačene polazne hipoteze H2.6. i H2.7. Međutim, dobiveni rezultati pokazuju da ne postoji razlika u učiteljskim procjenama učeničke uporabe elemenata jezika novih medija u novim medijima s obzirom na županiju u kojoj rade čime je potvrđena polazna hipoteza H2.8.

Zaključak

U skladu s postavljenim istraživačkim hipotezama dobiveni rezultati potvrđuju da su učitelji upoznati s pisanom korespondencijom učenika u slobodno vrijeme, a njihova se informiranost ne razlikuje ovisno o dobi, godinama staža niti županiji u kojoj rade. Stoga možemo smatrati da se procjene učitelja Hrvatskoga jezika temelje na stvarnom iskustvu učitelja o pisanju učenika u slobodno vrijeme i daju realne rezultate.

Rezultati procjena učitelja Hrvatskoga jezika pokazuju da učenici u pisanim radovima za potrebe škole rijetko koriste elemente jezika novih medija, a u slobodno vrijeme u novim medijima često te je razlika u njihovim procjenama učeničkoga korištenja elemenata jezika novih medija za potrebe škole i u slobodno vrijeme statistički značajna. Pritom se procjene učitelja ne razlikuju s obzirom na dob učitelja, radni

staž, niti županiju u kojoj rade kada se radi o učeničkom pisanju u školskim pisanim radovima, no kada se radi o pisanju učenika u slobodno vrijeme, potvrđena je statistički značajna razlika u procjenama s obzirom na dob učitelja i radni staž, ali ne i s obzirom na županiju u kojoj rade.

Ovakvi rezultati istraživanja procjena učitelja sugeriraju nam zaključak da učenici, iako su koristili elemente jezika novih medija u slobodno vrijeme, ipak ih u radovima pisanim u školi i za potrebe škole uglavnom nisu upotrebljavali. Učitelji su svjesni prisutnosti jezika novih medija u učeničkim tekstovima pisanim u slobodno vrijeme, no njihove procjene upućuju na zaključak da su učenici na kraju osnovnoškolskoga obrazovanja imali razvijenu komunikacijsku kompetenciju, zahvaljujući kojoj se znaju služiti jezikom u skladu s normom standardnoga hrvatskog jezika u situacijama kada je to potrebno.

Činjenica svakako jest da se pisanje mladih mijenja pod utjecajem komunikacije novim medijima, rezultati međutim ovoga istraživanja isključuju razloge za veliku bojazan od kvarenja pisanja i lošega pravopisa učenika zbog uslijed njihova pisanja u novim medijima. No, kako bi se u budućnosti izbjeglo kvarenje jezika zbog kontinuiranoga pisanja mladih u novim medijima, jezik novih medija potrebno je uključivati i u poučavanje standarda. Ova slika koju dobivamo na temelju procjena učitelja, sugerira nam kako zadatci učitelja u procesu poučavanja jezika postaju sve kompleksniji i zahtjevniji. Naime, kako bi nastava bila učenicima zanimljiva, privlačna i aktualna, učitelji bi u proces poučavanja trebali uključiti i jezik novih medija te različitim nastavnim strategijama, poput usporedbe, prevođenja, ispravljanja i sl., omogućiti učenicima procesno usvajanje lingvističke komunikacijske kompetencije. Time će se ukazati na razlike između formalne i neformalne komunikacije zahvaljujući čemu će učenici osvijestiti postojanje različitih komunikacijskih oblika.

U dogledno vrijeme trebalo bi ponoviti ovo istraživanje pismenosti učenika 8. razreda, kako bi se utvrdilo može li ipak dugotrajna uporaba elemenata jezika novih medija u komunikaciji različitim internetskim uslugama dovesti do određenih promjena koje bi eventualno ukazivale na pogoršanje pismenosti mladih u budućnosti. Posebno u zadnje vrijeme nastave na daljinu (*online*) zbog pandemije koronavirusom kada su učenici znatno više koristili nove medije, kako u slobodno vrijeme, tako i za potrebe nastave.

Vrijedilo bi pokušati istražiti i pismenost mlađih učenika osnovne škole jer i oni sve više pišu i komuniciraju putem novih medija. Tu ipak postoji ograničenje koje se odnosi na neosvještenost o vlastitom pisanju, u nedovoljnom poznavanju norme standardnoga jezika što bi moglo dovesti do netočnih i nerealnih učeničkih procjena.

Takav pristup prema jeziku, koji uključuje redovita i razgranata istraživanja pisanja mladih, praćenje mijena koje unose novi mediji u jezik, razvijanje i očuvanje pismenosti kod mladih te njihovo osvješćivanje o pravilima pisanja u formalnim i neformalnim situacijama i sl., ukazuje na brigu i skrb o jeziku, ali istovremeno i na ljubav prema njemu.