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**FINAL QUALIFICATION PAPER**


**VARIATION ( CHANGE ) OF ENGLISH LANGUAGE**
**UNDER THE INTERNET IMPACT**


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# ABSTRACT

This qualification paper tries to solve some language problems which may occur while using the Internet. It also gives notion about a new type of language which is called Internet language and widely used around the world. The research paper aims to investigate the impact of the Internet to English language, which features, sides of the language are in the process of changing now. The theoretical part is given in the Literature review section which consisted of three plans. A plan is about the role of the English language in the 21st century and it gives information about necessity of the chosen theme. B plan is devoted to the concept of Globalization and the Internet language. Similarly it gives some new notions, phrases which we can come across in the Internet usage. C plan classifies variation of English language under the Internet impact and it shows which sides of the language have been changed so far.

The practical part of the work gives the results of questionnaires, the procedures of the lessons, the data analyses. In other words, this section is to devoted to the practice of collected materials which gathered during the teaching practice. Furthermore, results are given in the form of diagrams, charts and tables in order to be understandable for the reader.

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# Introduction

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human. There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.

As the internet has accelerated the pace of globalization, so has the relationship between the English language and the internet had an impact on our emerging digital culture. The English language is the universal language of the internet. This has come about because the internet was invented in the English speaking world – the United States of America, to be exact. Thus the relationship between the English language and the internet is influenced by the following facts:

80 per cent of the world's' electronically stored information is in English. English is the lingua franca of the internet. Most texts accessed through the internet are in English. Most of the major search engines are in English. It is the common language of nearly every internationally

connected profession, including science, medicine and air traffic control. The dominant  language of music today is English. To be able to speak English is a valued educational qualification. In some countries which have other languages as their first language – Sweden, Holland, for example– English    is    the    required    in    the    workplace.

English has assisted and hastened the process of globalization. English is spoken in some form or dialect by three times as many nonnative speakers as native speakers. Teaching English as a Second or Foreign language  is a billion-dollar industry. Nearly one-third of the world's population are studying or can communicate in English. The reason for the dominance of the English language and the Internet is historical – the Internet began in the USA, which is the leading user of it, and the USA is an English-speaking nation 400 million people are native English speakers. For 300 to 500 million, English is a second language in    which    they    are    fluent.    About    750    million    people speak English as a foreign language. The largest English-speaking nation in the world, the United States, has only about 20 percent of the world's English speakers. In Asia, an estimated 350 million people speak English. The future evolution of the language, scholars say, is more likely to belong to the broken-English speakers of far-off lands.   These facts demonstrate the indisputable link between the English Language and the Internet. The English language and the internet are so intertwined that most of the thinking is that it is the language of the digital age.

This qualification work is devoted to the changes of English language under the Internet impact and it gives some examples of variation of English language which one may come across while using The Internet.

# I. Literature review

## A. The role of English language in the 21st century

As people whose professional duty is to teach English as a foreign language we are strongly interested in the question of its future.  English is part of the Germanic branch of the Indo-European family of languages. It is spoken as a native language by around 377 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak it as a first language. Around 750 million people are believed to speak English as a foreign language. English has an official or a special status in 75 countries with a total population of over 2 billion. The domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet. Because English was used to develop communication, technology, programming, software, etc, it dominates the web. 70% of all information stored electronically is in English. British colonialism in the 19th century and American capitalism and technological progress in the 20th century were undoubtedly the main causes for the spread of English throughout the world [10,66]. The English language came to British Isles from northern Europe in the fifth century. From the fifteenth century, the British began to sail all over the world and became explorers, colonists and imperialists. They took the English language to North America, Canada and the Caribbean, to South Africa, to Australia and New Zealand, to South Asia (especially India), to the British colonies in Africa, to South East Asia and the South Pacific. The USA has played a leading role in most parts of the world for the last hundred years. At the end of the 19th century and first quarter of the 20th, it welcomed millions of European immigrants who had fled their countries

ravaged by war, poverty or famine. This labor force strengthened American economy. The Hollywood film industry also attracted many foreign artists in quest of fame and fortune and the number of American films produced every year soon flooded the market. Before the Treaty of Versailles, which ended the First World War between Germany and the Allies, diplomacy was conducted in French. However, President Woodrow Wilson succeeded in having the treaty in English as well. Since then, English started being used in diplomacy and gradually in economic relations and the media.

"English is widely regarded as having become the global language – but will it retain its pre-eminence in the 21st century? The world in which it is used is in early stages of major social, economic and demographic transition. Although English is unlikely to be displaced as the world's most important language, the future is more complex and less certain than some assume." The question is whether we can expect the status of English to remain unchanged during the coming decades "of unprecedented social and economic global change". David Graddol believes that the simple answer to all these questions is probably "yes". There is no imminent danger to the English language, nor to its global popularity – a fact which is recognized by the majority of people who are professionally concerned with the English language worldwide [1,67].

Three factors continue to contribute to this spread of English: English usage in science, technology and commerce; the ability to incorporate vocabulary from other languages; and the acceptability of various English dialects. In science, English replaced German after World War II. With this technical and scientific dominance came the beginning of overall linguistic dominance, first in Europe and then globally [12,88]. Today, the information age has replaced the industrial age and has compressed time and distance. This is transforming world

economies from industrial production to information-based goods and services. Ignoring geography and borders, the information revolution is redefining our world. In less than 20 years, information processing, once limited to the printed word, has given way to computers and the Internet. Computer-mediated communication is closing the gap between spoken and written English. It encourages more informal conversational language and a tolerance for diversity and individual style, and has resulted in Internet English replacing the authority of language institutes and practices. English, like many languages, uses a phonetic alphabet and fairly basic syntax. But most importantly, it has a large and extensive vocabulary, of which about 80% is foreign.

After conducting a brief survey and interviews on the reasons of "Why study English?" among the students and young people (aged 15-22) of Uzbekistan, we have generalized the responses into the following 7 reasons to study English in the national conditions:

1. Good command of English is important in professional (vocational) improvement. Regardless the nature and type of the occupation, it is virtually impossible to grow professionally without some knowledge of English. As we have pointed out above, while the majority of world population is using English for communication, one is required to have English skills in order to efficiently exchange experience, ideas and innovations with their colleagues from another part of the world. Most of the international conferences and workshops, where the latest innovations are presented, are held in English, and the representatives of any occupation (profession) will be required to know English in order to participate and benefit from these events. Knowledge of English gives a noticeable advantage to the holder of any profession, may it be a doctor, an architect, or an engineer, over their colleagues, who do not possess these crucial skills.

2.      English language helps one to find their better place in society. English is actively used not only in business and formal settings, but it is widely used in informal communication with the citizens of other countries whose language is not familiar to you. It enables one to be in know of the latest news happening around the globe and give one's opinion towards them. It is almost an unwritten rule that in order to become a full member of the global society, one must possess the knowledge of English language.

3.      English language helps one to become more mature, culturally and spiritually more progressive. Most of the famous novels, fictions, books, audio and video materials are prepared in English. Knowing English saves from the hassles of searching for the translations of those materials. Reading and watching the books and films in original provides much more profound experience for the consumer. It is a certainly much better option to get the information from the first source rather than through intermediate means. Besides, having one information by more than one channel gives the opportunity analytically compare the reliability of the sources, and thus enables the person to be more broad-minded with a wider specter. Therefore, we deem that the English language is essential to become more culturally and spiritually developed.

4.      Opportunity to study abroad. Hundreds of millions of dollars are allocated each year worldwide to educate visiting foreign students. These grants and scholarships provided by governments or universities for talented young minds are predominantly available to those who have excellent command of English. They require test results such as TOEFL or IELTS before accepting the applications. What is interesting is that not only English speaking countries, but also the

schools and universities of other developed countries such as Germany, Sweden, Japan, China, and South Korea demand the sufficient knowledge of English in order to matriculate applicants in their courses. Even if you do not know the primary language, having a high score of these international tests of English will guarantee a seat at top universities and colleges in these countries. Because, prestigious world-class universities have been organizing their programs and courses in the English language for the visiting students and hire top-notch professors who may not speak a local language, which is why English automatically becomes the key communication tool at these educational settings.

5.      More efficient use of the Internet. More than 50 percent of the internet content is in English, and the other portals using other languages frequently use English as a second language, which makes it the language of the Internet. Regardless the nature of the websites, whether it is an organizational, academic, business or entertaining, knowing English provides more mobility and efficiency in using them. Besides, it will enable you to go beyond the restrictions of using the internet only in Russian or Uzbek, which is faced by those who do not know English.

6.      Job opportunities at joint ventures and foreign companies. Out of two candidates for a job position who have equally high qualification and knowledge of their own field, the employer is more likely to give the job to the one who also have good English language skills. This tendency has been rapidly spreading throughout all the sectors of industry, business, large corporations and governmental positions.

7.      Educational benefits. Those who win the national annual contests of the English language and get in the top three of the

competition, are admitted to the universities of Uzbekistan on a governmental scholarship and are exempted from entrance examinations.

The above outlined factors summarize the main driving reasons for learning English in Uzbekistan which were revealed as a result of a small survey conducted by the authors of this paper. The authors are convinced that the motivation to study English cannot be restricted within those 7 factors – there are dozens of other social, economic, political and personal reasons to acquire and improve one's English level [15,44].

Today, with the rapidly progressing and changing world, the need for specialists of various fields, who also possess good knowledge of English, is growing day by day. All languages change over time, and there can be many different reasons for this. The English language is no different – but why has it changed over the decades?

Some of the main influences on the evolution of languages include:

- The movement of people across countries and continents, for example migration and, in previous centuries, colonization. For example, English speakers today would probably be comfortable using the Spanish word "loco" to describe someone who is "crazy".

- Speakers of one language coming into contact with those who speak a different one. No two individuals speak identically: people from different geographical places clearly speak differently and even within the same community there are variations according to a speaker's age, gender, ethnicity and social and educational background. For example, the word "courting" has become "dating" [9,43].

- New vocabulary required for inventions such as transport, domestic appliances and industrial equipment, or for sporting, entertainment, cultural and leisure reasons. For example, the original late 19th-century term "wireless" has become today's "radio".

Due to these influences, a language always embraces new words, expressions and pronunciations as people come across new words and phrases in their day-to-day lives and integrate them into their own speech.

**B. The concept of Globalization and the Internet language**

The informal use of English language in economic, social, political, religious, scientific and cultural transactions has given it a prime position in the world of communication on the Internet, which has called for a careful analysis to ascertain whether it is in conformity with Standard English. Globalization has collapsed barriers. This has facilitated the spread of English language on the Internet and reduced it to a global village. The Internet language otherwise referred to as the Computer Mediated Communication (CMC), Internet Mediated Communication (IMC) or Internet Slangs through the use of Short Message Service (SMS) with unconventional abbreviations, acronyms, words, phrases and clauses has undoubtedly ushered us to an emerging form of English language. To this, linguists have a contributing role to moderate, improve, control or reject its conceptual form, content, organization, translation and Web usability in order to maintain the standard of English language [2,43].

English, like any other language has norms and standard which give it a status. The uniformity of this status has to be maintained and preserved for the integrity, survival and prestige of the English language. However, when norms and standards are compromised, it becomes imperative that the standard of the language will be eroded and debased. The English language used in SMS and chats on the Internet has come to stay.

**The Concept of Globalization**

The term globalization has been subjected to a variety of interpretations. To some, it is a product of interconnectedness. It includes a number of inter- linked and complex economic, technological, cultural, social, political and now linguistic processes. To this author, it is growth without barriers in communication at a world-wide or global scale. Globalization has been viewed as the increasing interaction or integration of national economic systems through the growth of international trade, investment and capital flow. This perspective has expanded to include cross- border social, political, cultural and technical exchanges among countries, particularly between people.

Giddens sees globalization as separation of space and time, emphasizing that with instantaneous communication, knowledge and culture could be shared around the world simultaneously. Therefore, Computer Mediated Communication (CMC) is a vital linguistic medium that forms one of the features of globalization [3,61].

Mc Luhan adds, "…Computer Mediated Communication (CMC) is one of the features of globalization. As a result, the Internet has become an important linguistic medium. It has been added to every aspect of human life, including the learning of language". He further coined the word, "global village" to refer to the geographic barrier the Internet has collapsed to make communication available in all homes in the world [2,35].

Warschauer and Healey says, "the rise of Computer Mediated Communication (CMC) and Internet has more than any other thing else reshaped the uses of computer for language learning at the end of the 20th century". This development opens the need to study the English used on the Internet [6,43].

**The Internet Language**

Internet language is the use of emoticons, acronyms, abbreviations and archaic or uncommon dialectal lexicology of the English language in communication on the Internet. This is mostly through the Short Message Service (SMS), Web Chat, e-mail etc.

Crystal (2001), who also referred to the English language used on the Internet as the Internet Slang has identified it as a kind of linguistics which he tagged as Internet linguistics. He identifies it as a sub- domain of linguistics derived from a new language style and form that has risen under the influence of the Internet and other new media. Others refer to it as the Internet Mediated Communication (IMC) [4,37].

Internet language or slang came at the emergence of the Internet and its evolution is spreading fast like wide fire. Its development is now in chat-rooms, Online, video games, Social Networking Services, and to a greater extent, the communication networks, especially the Usenet, have devised their short codes.

The use of Internet language or slangs varies among the class of users. There are, however, some common words, letters, abbreviations and acronyms that are used such as: u, 2, 2nite, 2day, 4, luv, +, -, >, @, &, c, CUL, OMG, IJN etc. which stands for: you, to, to night, today, for, love, plus, minus, than, at, and, see, see you later, oh my God and in Jesus name respectively. There are various reasons why people use the kind of language they use on the Internet [18, 34].

A prime reason for the rapid growth in the usage of Internet language is the space and character limit on the net. Space and character limit for a written communication is very short. For instance, the character limit imposed by the cell phone is 160 and the Twitter is 140. The writer is bound to condense his message within the specified limits. The same constraint applies to time availability on the net. The shortness of time motivates users to use conventional and unconventional words,

acronyms, abbreviations and written signs to communicate. Internet users are also motivated to use a coded language on the Internet to curve, create or foster group membership with a distinct communicative style. This means an avenue is created that lubricates our ability to communicate in ways that are fundamentally different from those found in other semiotic situations.

Another factor that motivates Internet users to indulge in the use of Internet slangs is for convenience and incompetence. In fact, rules and standards are difficult for humans to keep. We are more convenient with illegalities and shortcuts. Since Internet slangs have no defined or strict rules, low educated, untrained and non proficient users of the English language are more inclined to the use of this Internet language. Suffice to state that the Internet language saves space, time and it eases communication for users, but its different classes or types, unconventional and uncommon forms may take a longer time for the recipient to decode [19, 87].

**Types of Internet Language**

A linguistic study of the English used on the Internet indicates that there are different classes and types depending on the class of users. This Internet situation has created a dear need for analysis. Crystal identifies the English used on the Internet as a linguistic domain and he classifies them into five Internet situations as follows: the Web; E-mail; asynchronous chat (for example, a mailing list); synchronous chat (for example, Internet relay chat) and the virtual memory. Among these types, the electronic characters of the channel influence the language of the medium. Therefore, the user is inhibited by the hardware in terms of the characters on a keyboard, size and configuration of the screen coupled with the Internet software linking the hardware [5,16].

This indicates the presence of a style guide – a form of prescriptivism. Since it is not strictly adhered to, it is in itself a heterogeneous language variety manifested in the following categories, Thurlow .

**Letter homophones**

In this group are acronyms and abbreviations. Acronyms are a form of abbreviations that are formed from the initial components or letters of words, for example, IJN, LOL, ILU etc. that stands for: in Jesus name, lots of love and I love you. Abbreviations are shortening of words, for example, u, btw, pls etc. that stands for: you, between and please. These and more English words are commonly used on the Internet, particularly in Nigeria.

**Capitalization, Punctuation and Symbols.**

Capitalization is the upper case form of a letter in a word, which is used to lay emphasis or express emotions. For example, the word, "win" will be written as, "WIN", just for emphasis. Periods or exclamation marks like, " ", "….",!!!!!!! etc. are used because grammatical rules are not observed. In the same way, E-mail is expressed as "email".

**Onomatopoeic spellings**

This is an act of spelling words as they are pronounced, sometimes even wrongly. It is popularised on the Internet. It takes a cue from poetic writers, for instance, "tatata", the sound of a gun stands for the word, "gun".

**Keyboard- generated emoticons and smiley.**

They are mainly found in Web forum, instant messengers and online games. They are not found in all languages and have a cultural inclination. Keyboard characters are used to generate emoticons on CMC and ICM.

**Direct requests**

This form or type of CMC is prevalent in online games and Internet relay chat (IRC) where the identity of users may be hidden. For instance, this writing, "ur A/ S/ R/ L/" simply refers to request for, "your age/ sex/ religion/ location". The language is highly coded.

**Perspectives to Internet Language**

Stated earlier, Crystal identified this emergent English used on the Internet as a new domain in linguistic studies. Crystal further classified it into four main perspectives. These perspectives are inter-linked. They are: sociolinguistic; educational; stylistic and applied perspectives'.

**Socio-linguistics perspective**

This is concerned with the views of the society on the impact of the Internet language on languages generally. The Internet has altered and at the same time increased the ways of communication. This is included in the inclusion of classroom discussion, corporate bodies hooking their Laptops / computers wirelessly on the Internet and the use of employers email accounts to facilitate communication.

These avenues have altered the formal ways of language usage. There is concern that the rising profile facilitated by globalization may degrade the standard of English. There is therefore a crucial need for an in-depth analysis of its impact on the society. The sociolinguistic perspective is analysed through the following concepts:

Multilingualism: it looks at the prevalence and the status of various languages on the Internet.

Language change: this looks at how language change is influenced by technological advancement and globalization.

Conversational discourse: it examines changes in the pattern of social interaction and communicative practice on the Internet.

Stylistic diffusion: this aspect studies the spread of Internet jargons and other linguistic forms that become widely used.

Meta language: This analysis is based on the change of linguistic forms that are used on the Internet. Standard English is used to discuss, analyze and label the different forms of Internet slangs. For instance, the result of the loss of apostrophe and capitalization.

**Educational Perspectives**

This perspective examines the language used on the Internet to assert its impact on the standard of English particularly and on language education generally. Internet language is informal and inconsistent in written styles. Baron asserts that these informalities are evident in the academic works of students. This threat, it is believed will have an adverse effect on the standard of English language and language education generally [7,51].

**Stylistic Perspectives**

This perspective focuses on how the Internet language has given rise to new and varied forms of creativity in language usage. Its interest is in the study of the blend of both written and spoken language. Such creativity is at variance with Standard English.

**Standard English**

Standard English (SE) refers to the form of English language used and accepted as a national norm in any English speaking country. It includes grammar, vocabulary and the spoken form. In England and the Wales, it is associated with the Received Pronunciations (RP). There is however a distinction in the written and spoken forms of English language. According to Smith the spoken form of a language is more flexible and quick to accept new grammatical and vocabulary forms than the written form. Since the Internet language is basically written on one hand and Standard English is not loose and flexible to new kinds of changes on the other hand, it is imperative to assess the impact of

Internet language or the CMC and IMC on English language and language education [8, 63].

## C. Variation of the English language under the Internet impact

What does it mean that some people, instead of just saying "by the way," use its acronym "btw" (which actually takes fewer syllables than saying the entire phrase, fyi)? Some may say that it's sad evidence that our language is being polluted, while others may say it's just a reflection of modern times. Which ever side of the language debate you're on, there's no denying that the Internet has changed how we speak and talk. Here are a few things that have happened to the English language, thanks to the wonder of the world wide web.

### 1. It is creating new language communities

Within the vast world of Internet vocabulary, there are also subgroups with their own distinct words. The Economist writes that more regional dialects are now being preserved, thanks to their use on social media sites—being written down is giving them a staying power that they lacked before.

### 2. Its vocabulary is creeping into the dictionary

If a word sticks in society's word bank for at least five years, then it wins a spot in the Oxford English Dictionary. Therefore, abbreviations such as TMI and WTF are there, but OMG is not. But Fiona McPherson, the editor of the new words group at the dictionary publisher, points out that abbreviations are hardly a new introduction to the dictionary's pages. "TTFN [ta ta for now] is from the ITMA (It's That Man Again) radio series in the 1940s" [9,20].

### 3. It's creating new words

The Internet is also now a breeding ground for new words—ones that have been tweaked or combined to become something new

altogether. "Google" is now a verb, but once upon a time, it was just the humble name of a search engine that was giving Ask Jeeves a run for its money. And with the rise of Twitter, there's an entirely new way of communicating [6,25]. Hash tags allow people across the world to sound off on a particular topic and expand on the content of their Tweets while still remaining in their 140-character limits.

### 4. And reinventing old ones

Words that we commonly use today when talking about the Internet had a different meaning, once upon a time. "Wireless," for example, was used in the 1950s to talk about a radio. Likewise, "social networking" often meant the face-to-face kind; it didn't conjure images of Facebook statuses and Tweets. "Spam" usually now conjures up images of emails saying you've won $1,000, instead of the canned stuff in the grocery store.

### 5. It spells things out for us

Of course, this article wouldn't be complete without talking about the Intenet's effect on spelling. There hasn't been much recent research on this topic, but what's been released is unsettling. According to a 2010 study conducted by the English Spelling Society, more than 20% of young people ages 18-24 reported they wouldn't feel comfortable writing an important email without a dictionary or spell check. With the rise of Google's auto-fill-in and our use of autocorrect, it remains to be seen how children growing up with these conveniences will be affected by them.

### 6.It's blending English with other languages

English is currently the most common language on the Internet, and non-native speakers are blending it with their mother tongues to create hybrid versions of English: Hinglish (Hindu and English), Konglish (Korean and English), etc. The Internet is also preserving certain

regional dialects, such as Southern English, that previously would have faded. This is because the Internet lets these dialect speakers write down their unique words and phrases [10,77].

More than any other technology, the Internet has encouraged the invention of new words. Sometimes these words are created by expanding the definition of existing words. 'Traffic' used to refer to foot traffic, and then to horse and carriages, and then to automobiles. Now it refers to people visiting a website. Words like 'cyberspace' and 'virtual' were originally invented by science fiction authors, but they were adopted by early Internet users, and entered the wider vocabulary of the public. A 'virus' used to be something that made you sick, but today it's a destructive program that spreads itself across the Internet. The word 'wireless' was originally used for radio communication, but today it refers to wireless Internet. If you use a social networking site such as Facebook, you will be familiar with 'tagging' people, or 'posting' something to your 'wall'[12,84]. These words all had similar definitions in the past, but they have been given a new twist and are used to refer to virtual activities.

Sometimes words are given entirely new definitions. A 'troll' used to be a malicious creature from Norse legend, but now it refers to someone who enjoys harassing other people over the Internet. 'Spam' used to be a kind of canned meat, but now it refers to a self-replicating message, often containing advertising, or promoting a scam. A 'stream' used to refer to running water, but now it's a constantly updating stream of information. Sometimes the Internet creates new verbs out of nouns. 'Troll' and 'stream' can both be used as verbs, and 'google' is an entirely new verb that has even been included in some dictionaries.

Words that were adopted and modified by Internet users come full circle when they make their way back into everyday speech. The word

'troll' is a prefect example. It used to refer to a strange, inhuman creature living in the woods of Northern Europe, and then it came to refer to someone behaving badly on the Internet. Now someone can be called a troll when they behave obnoxiously in real life. The word 'lurking' is another example. It was adopted by Internet users to refer to someone who views an online conversation without contributing. Now people use it in real life to refer to someone who is part of a group but doesn't join in the conversation.

The Internet has only existed for a short time, but it's already had a huge effect on the way people communicate. It's too soon to judge how permanent the effect of the Internet will be on society and the English assignment   help language, but it's likely that the changes people have made to the way they speak will last for hundreds of years. It's also possible that a new technology will come along and replace the Internet, and acronyms such as 'lol' will seem like archaisms to our grandchildren [11,12].

Yet the internet has wrought significant changes on our use of the English language – most of them neither good nor bad, merely different, as every major new technology also has its impact. In this sectionwe look at some of the key ways that the internet has changed the way we speak and write, both online and offline.

**1. We've added thousands of words of new vocabulary**

Looking at early internet vocabulary provides a fascinating insight into how quickly new words can be picked up and then abandoned. Many of these terms that sprung up and then disappeared less than ten years later have simply become outdated. For instance, there's the weird telegraphese of internet and text acronyms and abbreviations. Do you recognize or understand any of these: 4COL, AYSOS, GHM,

N2MJCHBU, RAEBNC, SWIS or WACI? It's the kind of thing that you might be pushed to write if each text costs you 30p to send, or you don't want to take up too much space on a tiny mobile phone screen. But now you would just write it out: for crying out loud; are you stupid or something?; god help me; not too much just chilling how about you?; read and enjoyed but no comment; see what I'm saying; what a cool idea. Faced with a list of incomprehensible abbreviations like the one above, it's easy to see why some people feared that human literacy was doomed and we were returning to a world of inarticulate pictograms. But as the technology improved and abbreviations began to impede communication rather than facilitate it, we abandoned the acronyms [13, 37].

It's important to remember that a lot of internet vocabulary belongs to the category of slang or jargon; it serves a particular purpose within an in-group, like professional slang. Hand-wringing articles appear when people from outside that in-group try to understand it, but that was never the purpose for which that vocabulary developed.

**2. We're getting to grips with dialects we otherwise wouldn't have encountered**

We've written before about how much the English language is changing, and one of the key drivers of that change is the number of people who speak English as a second, third or even fourth language. English has about 400 million native speakers, but vastly more non-native speakers – perhaps as many as two billion, depending on how loosely you want to define being an English speaker. It's a harder question than you might realize: how fluent does someone have to be to count as an English speaker? Do they need to be able to string together a few sentences, or hold a decent conversation? Do dialects and creoles count? What if they are speaking something that is essentially English,

but that very few native English speakers can understand? These questions ultimately extend beyond language, and start to raise political questions as well; the use of language by one speaker might be considered as an error, while another speaker might be considered to be using a dialect [17,26].

Another dialect that you might encounter online is African-American Vernacular English (usually shortened to AAVE). A lot of the internet buzzwords of 2016 derive directly from AAVE. Here's a short list: lit (e.g. "the party is lit" – it's great), bae (boyfriend/girlfriend etc.), woke (aware of political realities), on fleek (flawlessly styled), shade (specifically "throwing shade" – delivering a put-down, usually to someone who deserves it), squad (your friends), realness (as the word implies, being authentic), slay (to succeed in something really difficult) and basic (enjoying unsophisticated things).

### 3. We're creating brand-new dialects for online communities

Tumblr's dialect is among the most distinctive, but it's not the only online dialect. There's the snippy, to-the-point use of language on Twitter, where users have honed the art of getting to the point in 140 characters. Reddit also has its own vocabulary, though there much of it is borrowed from previous forums, and it shows: the use of abbreviations still thrives on Reddit despite being gone from most of the rest of the internet, as its users tell each other TL;DR (too long; didn't read), TIL (today I learned), FTFY (fixed that for you) and all the other forum-specific terms of cross-posting, up voting, down voting and so on and so forth [15,40].

Of course, not all of these users stick solely to one community. While there are differences of demographics, there is considerable overlap between members of different communities, and that means that

there are a good few people out there who are effectively bilingual in different online dialects: switching effortlessly from Tumblr to Reddit-speak as required. This means that the people on Tumblr who write as if they don't entirely understand how the shift key works and the people who Reddit who think it's still 1996 can presumably also switch into standard English without borrowing anything from their online usage of language unless it feels appropriate [20,100]. In other words, standard English ends up not damaged, but where need be, enhanced.

**4. We're learning new grammar rather than losing our ability to speak English**

How do cats and dogs speak? If you ask a toddler, you'll probably get a conventional answer along the lines of "cats go miaow, dogs go woof" or something similar. If, however, you ask an internet user, you'll naturally know that cats (or at least lolcatz) are "in ur article and speakz lyk dis". And you'll know that dogs (or at least doge), as we've discussed before, speak "much words, very English, so article. Wow."

The thing about writing these so that they sound 'correct' within the rules of the meme is that it takes a reasonably advanced knowledge of English spelling and grammar. Both are deliberately incorrect along different lines, and you can't be deliberately incorrect unless you already know what the correct formulation is.

When people are bilingual – especially when they speak the standard variation of a language and then a dialect, Creole or a language that is seen as inferior – there have long been concerns that the second language or dialect needs to be suppressed, or they'll never learn the first one properly. Much the same instinct can be seen with the concerns about what the internet is doing to the English language; what if a generation grow up able only to speak lolcat, and not to read Shakespeare?! But a couple of decades of widespread internet access

have demonstrated that internet dialects operate much like any other dialect: speakers learn to switch confidently and accurately between the two, borrowing words from one to the other as seems appropriate, to the lexical enhancement of both. The internet has changed the English language considerably; long may it continue [15,41].

As the English language has changed, it's been easy to pick out words that pass into common usage. Here at Pearson English, we have explored some of these recent changes to the English language. The rise in popularity of internet slang has seen phrases such as "LOL" (Laugh Out Loud), "YOLO" (You Only Live Once) and "bae" (an abbreviated form of babe or baby) become firmly embedded in the English language over the past ten years.

Every decade sees new slang terms like these appearing in the English language. And while some words or abbreviations do come from internet or text conversations, others may appear as entirely new words, a new meaning for an existing word, or a word that becomes more generalised than its former meaning, brought about by any one of the reasons above. Decades ago, "blimey" was a new expression of surprise, but more recently "woah" is the word in everyday usage [16,7].

Sentence structure is of course another change to English language. Decades ago, it would have been normal to ask "Have you a moment?" Now, you might say "D'you have a sec?" Similarly, "How do you do?" has become "How's it going?" Not only have the sentences been abbreviated, but new words have been introduced to everyday questions.

Connected to this is the replacement of certain words with other, more-modern versions. It's pretty noticeable that words like "shall" and "ought" are on the way out, but "will", "should" and "can" are doing just fine.

Other changes can be more subtle. A number of verbs can take a complement with another verb in either the "-ing" form or the "to" form, for example "they liked painting/to paint", "we tried leaving/to leave", "he didn't bother calling/to call". Both of these constructions are still used and have been for a long time but there has been a steady shift over time from the "to" to the "-ing" complement.

**What do the changes mean?**

There are many other changes to the English language – what have you noticed? Have these changes affected your teaching or learning methods? Tell us in the comment section below…

Most contemporary linguistic commentators accept that change in language, like change in society, is inevitable. Some think that is regrettable, but others recognize it as a reinvigoration of a language, bringing alternatives that allow subtle differences of expression.

The linguist, writer and lecturer David Crystal considers whether "text speak" is undermining the English language. His response to the naysayers who claim it is damaging the English language is to point out that abbreviations have been around for a long time. While some, such as the ones we discussed above, are new, others, such as the use of "u" for "you" and the number 8 as a syllable in "later", have been around for a century or more. Further to this, research shows that there is in fact a correlation between the ability to use abbreviations and the ability to spell. After all, in order to abbreviate, you have to know which letters to abbreviate [4,35].

As with everything, change isn't necessarily a bad thing and, as the needs of English language users continue to change, so will the language!

**Why does language change?**

Language changes for several reasons. First, it changes because the needs of its speakers change. New technologies, new products, and new experiences require new words to refer to them clearly and efficiently. Consider texting: originally it was called text messaging, because it allowed one person to send another text rather than voice messages by phone. As that became more common, people began using the shorter form text to refer to both the message and the process.

## II.RESEARCH PLAN

## A. Statement of purpose

**The Goal**

With the development of the internet in the last few years, the number of its users grows proportionally. The usage by more and more people may be the main reason why all of them got used to it – because it is comfortable to meet the others in one place and do not have to leave our houses. These people are more likely to get addicted to the internet because anything they would want to find is there in their grasp. People get indolent and easy about important issues because it is comfortable to find everything in one spot – all the things they want to know more about or even the people they could or could not normally meet around.

While there are people like this, who spend the whole day chatting and contributing in forums, and who need to answer or comment on these quickly, it is obvious that the language aspect must be also affected. And it is, in depth. In the last few years when the internet is found literally everywhere, the language changes started to occur. There are lots of new words, abbreviations, acronyms in almost every language etc. Some of them were made on purpose, some of them are just made by mistake but still they took their roots and became extremely popular. This innovation is called "netspeak".

Even though the expressions such as hard disc or port became an integral part of many languages, there are lots of expressions that cannot be adopted. In addition it is not a rule that anybody, who is able to speak English well, will be able to understand the netspeak automatically because the communication through the screen varies from the face-to-face communication.

**The main goal** of the this qualification paper is to acquaint the general public with the Internet abbreviations, acronyms and the basic

principles of the issues dealing with the internet and its effect, and also the influence of the new grammatical shifts of the online communication on the user's language. I consider setting and explaining of abbreviations, acronyms which are used widely on the Internet are highly important and I assign extraordinary meaning to it because while gathering the information and the results of the students questionnaire, I have got some statistics which show the attitude of learners to the Internet and language.

## 2. The Objectives

The fact is that the influence of the Internet and its language has spread beyond the everyday chatter of young people. Its influence is spreading rapidly influencing even the language of the media. Internet slang can now be heard even on radio broadcast networks and television news. The truth is that nothing is beyond the reach of Internet slang.

If foreign languages can assimilate the Internet slang as an everyday part of their native language, English should as well, especially because Internet slang is in fact English-based and should assimilate itself very easily.

The object of this qualification paper is to reveal the problem which pupils face during the process of learning a new language and make them aware of changes of the English language under the Internet impact.

Additionally, this research paper gives the examples of  the Internet acronyms and abbreviations in order to be useful for the learners in the future.

### The research questions

As far as I started  investigating and gathering material for the qualification paper, several questions appeared related to the theme. I noted down them and try to find their solution. Questions are as follows:

1. How the Internet effecting to English language?

2. Why people prefer to use the Internet abbreviations and acronyms rather than the full source of the language?

3. How is the attitude of the learner's to variation of English language?

## B. Methods

Learning a new language requires attention, power and great motion. In order to be the real holder of the language, language learners should work hard. Methods, way of learning help them to make progress. There are different types of methods, tactics, strategies of learning language and they are used widely. To put it another way, methods used in English language are: grammar –translation method, direct method, audio-lingual method, communicative method and others. These methods always fill out each other. All of them will be useful when they are used together. To my way of thinking, to make use of only one method while teaching is wrong. Learners can not get full knowledge through it. During the teaching practice I took advantage of several methods which I found as beneficial to teach pupil. Communicative language learning method was the best method which learners found really useful. Thus, they can express their ideas, feelings freely with the help of this method. Nevertheless, I came across with learners who know grammar- translation method as a better one and follow to only this method whereas others prefer to use direct method in order to become a real holder of the English language.

Coming to the end, I suggest to use these methods together in order to be the real holder of the language. As I mentioned it above, these methods always fill out each other. I used most of these method to make my lessons more fruitful and interesting.

**1. Subjects**

In order to supply the qualification paper with full components, the researcher has chosen the 9 "A" form whose level is pre-intermediate. That is to say, the subjects of my qualification paper are learners of the school number 21 which is situated in Samarkand region and where we hold our teaching practice. The information was gathered about subjects in detail.

The pupils of 9 form have been learning English for eight years. Due to the fact that, the half of the class consisted of 19 pupils. 18 of them participated actively during the lesson. Their age is between 15 and 16 and the half of the class was girls ( about 50%), the others were boys. Their native languages are Uzbek and Tajik. The English language proficiency of them was intermediate  level. They were interested in many school subjects including English.

The list of the ninth form learners

| Name | Nationality | Age | English background | Area of interests |
|------|-------------|-----|--------------------|-------------------|
| 1.Muhammadiyeva A | Uzbek | 15 | 8 years | Reading books |
| 2.Naimova N | Tajik | 15 | 8 years | Studying abroad |
| 3.Obidova S | Tajik | 15 | 8 years | Singing |
| 4.Saidova Z | Uzbek | 16 | 8 years | Writing poems |
| 5.Sanginova N | Uzbek | 15 | 8 years | Learning languages |

| | | | | |
|---|---|---|---|---|
| 6.Sadullayev F | Uzbek | 16 | 8 years | Sport |
| 7.Sobirova R | Tajik | 16 | 8 years | Dancing |
| 8.Soliyev D | Uzbek | 15 | 8 years | Listening music |
| 9.Sirojiddinova S | Uzbek | 16 | 8 years | Carving |
| 10.Tolibov Sh | Uzbek | 16 | 8 years | Sport |
| 11.Tuxtayev F | Uzbek | 16 | 8 years | Football |
| 12.Usmonova M | Uzbek | 16 | 8 years | Sewing |
| 13.Usmonqulov R | Tajik | 16 | 8 years | Basketball |
| 14.Umarov F | Tajik | 15 | 8 years | Playing chess |
| 15.Uzoqov A | Tajik | 16 | 8 years | Football |
| 16.Xuramov S | Uzbek | 16 | 8 years | Sport |
| 17. Yahyoyev S | Uzbek | 15 | 8 years | Learning languages |
| 18. Shamsiyeva Sh | Tajik | 16 | 8 years | Dancing |
| 19. Sharofidinova D | Uzbek | 15 | 8 years | Reading books |

As it is shown in the table the area of interest of learners is different from each other. In addition to this, their learning styles are also various. Most of them are visual and auditory learners while some of them are tactile and kinesthetic learners.

### 1.Materials

At first, it should be stated that during the investigation process, the researcher prepared various materials in order to achieve her goal. Questionnaires were taken both from learners and teachers and the result of them was analyzed in the form of diagrams, pie-chart, and line graphs.

The researcher took advantage of these materials while conducting the lesson and during the research work.

Then various number of lesson plans and teaching materials prepared. Supervisor helped the researcher to deal with problems which occurred at the process. At the preparation of lesson plans and teaching materials , different books, magazines and internet sources were used in order to fulfill the materials. The researcher prepared different handouts to conduct the new themes effectively. As the main book textbook "Fly High 9" was used and additionally the researcher applied to other scientific and grammar books.

**2.The Equipment**

The researcher has taken advantage of the following tools to conduct the research:

Visual Aids:

**1.The post cards.** There were shown the Internet acronyms so that students can learn them.

2.**Laptop and speakers.** These tools were used successfully while teaching new vocabulary for the learners.

**3.Whiteboard and colored markers.** Since, most of the learners are visual learners, the researcher tried to use different colored markers and whiteboard in order to conduct the new theme.

**4.Fly High 9.** As the curriculum, the researcher must use this book during the lessons since classes are hold according to it.

**5.Register of the class.** In order to check the presence and absence of the student's, the register was used daily and the assessment of the pupils were put.

**6.Overhead projector**. During the demo lessons, the researcher used the overhead projector to demonstrate presentations.

The material gathering was completed with the help of questionnaires which given to the group of teachers and students.

**3. Techniques**

**1. Individual work**- is considered as the most beneficial technique which can show knowledge of the each learner individually. The researcher used individual work while giving home task since it saves learners from copying out.

**2. Pair work** – mostly hold during the lessons in order to asses all pupils and additionally pair work helped pupils to create friendly atmosphere with each other.

**3. Group work** – were usually hold at project lessons and pupils were asked to make presentations about the given topic. Learners liked group work and it usually kept with debates and discussions.

**C. The procedures of the lessons**

The procedure of the research parts included several stages that led to solving the problems of learners which they may face during the process of learning English. *Literature review* section could give the researcher main points for organizing process and procedure part. The researcher distributed some questionnaires in order to identify the knowledge of the schoolchildren. At the beginning of data collecting two questionnaires were gathered from pre-intermediate pupils of school. In fact, the questionnaires showed the problems which learner deal with during the learning process. Simultaneously, questionnaires were taken from teachers too. As the result, the researcher could complete all necessary points which planned at the beginning.

**1.The variables**

Variables were very beneficial for the researcher to clarify the issues which pupils deal with during the lesson. In addition to this, variables helped the researcher highly to achieve her planned aims.

Different types of variables used during the research work. They are:

1.Dependent variable. The aim of the researcher was to identify the attitude of the learners to the English language and its changes. Thus, language learning demands great effort from learners.

2.Independent variable. This type of variable gives learners knowledge on the variations of the English language, I mean the notion about Internet acronyms and abbreviations.

The research study continued for 2 months. The researcher prepared lesson plans beforehand with colorful handouts and conducted three lesson plans. The procedure of the lessons are given in the Appendix.

## 2. Specific steps in the Experiment

Step 1. At the beginning of the course, the researcher will collect needed materials by addressing different books. After that, the researcher will choose suitable methods and techniques in order to conduct the lesson.

Step 2. The researcher will need to select learners for the experiment. Additionally, she prepares different materials to conduct the experiment.

Step 3. The researcher will make questionnaires for learners and teachers in order to know if they take advantage of the Internet language or not. As a rule, questionnaires are submitted at the beginning of the research. Step 4. The researcher will give students some grammar exercises in order to identify their knowledge. The result will give conclusion about the degree of the learners.

Step 5. The researcher will conduct the lessons with different teaching methods and materials including handouts, postcards so that pupils can learn the themes efficiently.

Step 6. The researcher will sum up conducting lessons on the changes of the English language. The researcher will distribute list of acronyms for learners to use.

Step 7. After every five lessons, pupils will have Project work to revise last themes and their knowledge will be checked by different types of activities.

Step 8. At the end of the study, questionnaires will be distributed to get information on learners attitude to the Internet language.

Step 9. In the last lesson, the pupils are given grammar exercises which hold on in the first lesson. The results will be checked and compared with the first ones. The researcher will summarize her research.

**D. Data analysis**

After collecting data from the result of study and questionnaires, the researcher began to write analysis. The researcher analyzes all the aimed sources. The results of pre-task and post-task were compared with each other. Results after each testing are provided in detailed form attaching the graphs, tables and reports on them. The researcher observed the changes in learners attitude, knowledge from the beginning up to the end by noting them down. After that, the researcher can identify how her teaching methods and techniques are working on. Differences between pre-task and post-task will given in detail with long explanations. The scores of pupils will be compared with each other and analyzed why some of them have lower scores. Each result will be given in the form of

graphs and tables. By analyzing the information, the researcher will be aware of to observe how the result will be in the future.

## III. Data collection

After completing the theory of the final qualification paper, the researcher began to combine data for the research plan. The researcher put the theoretical part of the research paper into practice during the teaching process. The study was experimented for the pupils of school number 21 where we had the teaching practice. Materials were conducted especially for the learners of 9th "B" form which consisted of 19 members,10 females and 9 males. The duration of the study was  2 months, from February 1 till April 14. Lessons were conducted three times a week, including 45 minutes.

Additionally, the researcher took survey from ten EFL teacher of the school number 21. Possessing different teaching experience, teacher's respond was various from each other. All of them gave their responses. Six of them approved the usage of the Internet during the lesson while the rest disagreed this opinion.  During the investigation, the researcher took advantage of different data collection methods  like questionnaires, feedbacks, evaluations, an observation list of pupils' performances, checklists and the results of pre and post-tests. Furthermore, questionnaire was the most useful way of gathering information for the data collection chapter. The data collection process was finished beneficially by the researcher. All needed information was combined and the analyzing process was begun. Every fact and information was learned in detail.

<h1 style="text-align:center">VI. Results and discussion</h1>

In the section of results and discussion, the researcher gave the results of pre-task and post-task activities. Additionally, she analyzed the scores and compared them with each other. Questionnaires, tests, activities were conducted to 19 subjects.

Analysis means the categorizing, ordering, manipulating, and summarizing of data obtain answers to research questions. The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of research problem can be studied. In scoring the test, the pupils called out in turn and the writer tested them by giving the materials relating to the teaching. In giving scores, the writer followed rating scale. In this study, I gave score on amount of activities and games because the pupils created the situations in pairs or groups. They presented grammatical, lexical, semantic and logical mistakes for the given situations.

## A. Pre-presentation results

At the beginning of the teaching process, pre-task was hold in order to identify the current knowledge of pupils. Besides, the researcher wanted to analyze the activeness of the learners for the four skills ,that's to say, for writing, reading, speaking and listening skills. The whole group participated in the pre-test. After the testing, the results were given, putting them into percentages. The pupils were given the test which was suitable for their level. There were 25 questions in total, the score was 1 for each correct answer. The answers were collected and the results were given in charts and tables. The results were given below:

*Table1. Pre –task results from pre-intermediate learners*

| Name | Scores |
|------|--------|

| | |
|---|---|
| 1.Muhammadiyeva A | 20 |
| 2.Naimova N | 19 |
| 3.Obidova S | 22 |
| 4.Saidova Z | 18 |
| 5.Sanginova N | 20 |
| 6.Sadullayev F | 17 |
| 7.Sobirova R | 21 |
| 8.Soliyev D | 15 |
| 9.Sirojiddinova S | 22 |
| 10.Tolibov Sh | 19 |
| 11.Tuxtayev F | 18 |
| 12.Usmonova M | 20 |
| 13.Usmonqulov R | 20 |
| 14.Umarov F | 17 |
| 15.Uzoqov A | 21 |
| 16.Xuramov S | 16 |
| 17. Yahyoyev S | 18 |
| 18. Shamsiyeva Sh | 19 |
| 19. Sharofidinova D | 21 |

*Table 2.  Pre-task frequency distribution (pre-intermediate levels)*

| Scores | Frequency |
|---|---|
| 15 | 1 |
| 16 | 1 |
| 17 | 2 |
| 18 | 3 |

| | |
|---|---|
| 19 | 3 |
| 20 | 4 |
| 21 | 3 |
| 22 | 2 |

The pre-task tests were conducted on February 7, 2018. According to the curriculum, student should have B1 level. Thus, results show that they have different levels. The scores are very different , they got scores between 15 and 22 and the mean is 18.

*Figure 1. Pre –task results Frequency Distribution (pre-intermediate levels)*
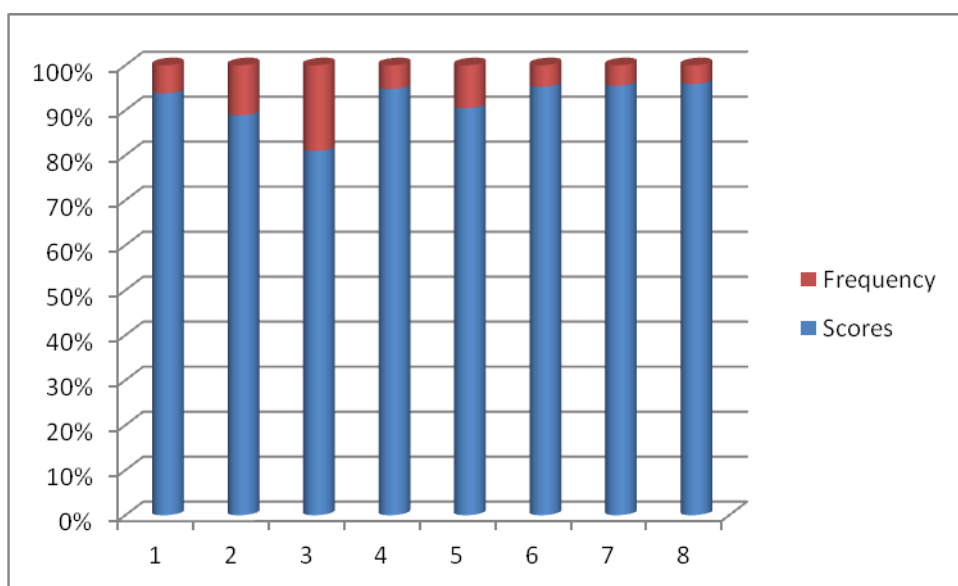


It is clear from the bar-chart that the highest scores are 21 and 22. The lowest scores are 15 and 16. Five of learners are pre-intermediate learners, they have B 1 level.

**Figure 2. The diagram shows pre-task results of the pre-intermediate learners:**

can understand and can speak

can read but cannot speak
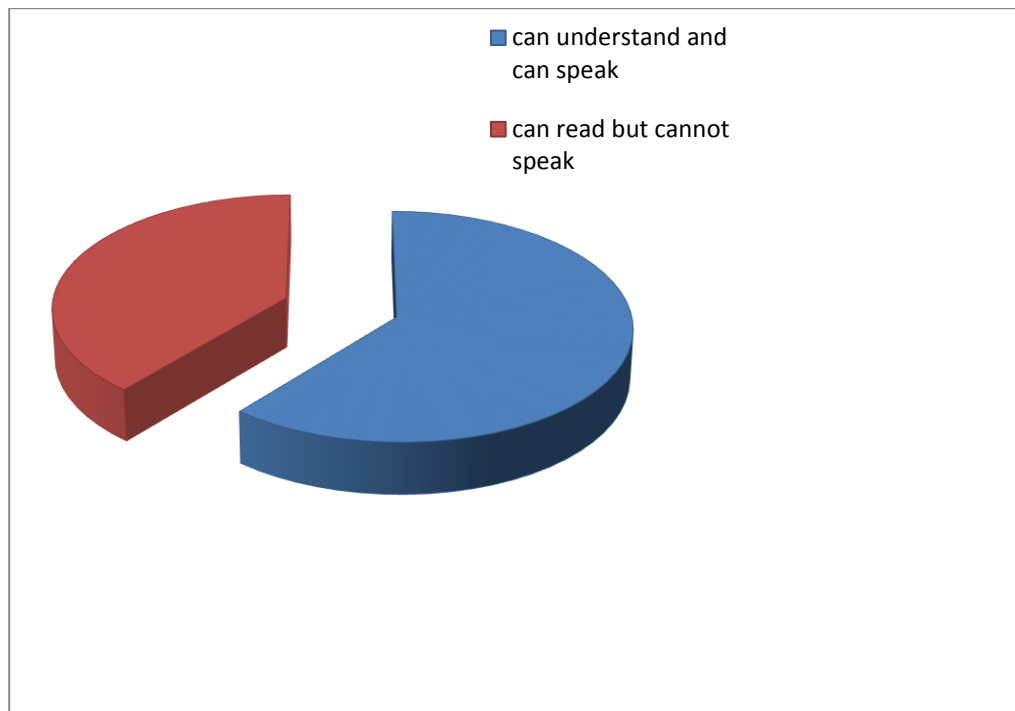
The chart shows that 61% of students can understand and speak English while 39% of them can read but cannot speak English.

To summarize, we can state that pre-task results showed the level of the selected group obviously. The researcher analyzed what methods to use and how improve their learning levels.

After that the researcher began to conduct the lessons with the participation of different fruitful handouts. Different activities and exercises were hold during the planned time.

**B. Post- presentation results**

At the end of the second month, the post- task tests organized. The test was hold on April 12, 2018. The results are given in the form of tables and charts below.

*Table 3. Post – test scores from pre-intermediate learners*

| Name | Scores |
|---|---|
| 1.Muhammadiyeva A | 25 |

| | |
|---|---|
| 2.Naimova N | 23 |
| 3.Obidova S | 25 |
| 4.Saidova Z | 24 |
| 5.Sanginova N | 23 |
| 6.Sadullayev F | 22 |
| 7.Sobirova R | 24 |
| 8.Soliyev D | 23 |
| 9.Sirojiddinova S | 25 |
| 10.Tolibov Sh | 22 |
| 11.Tuxtayev F | 23 |
| 12.Usmonova M | 25 |
| 13.Usmonqulov R | 22 |
| 14.Umarov F | 22 |
| 15.Uzoqov A | 24 |
| 16.Xuramov S | 23 |
| 17. Yahyoyev S | 25 |
| 18. Shamsiyeva Sh | 24 |
| 19. Sharofidinova D | 25 |

The result of the post-task showed how the researcher conducted the lessons. As the result of methods and techniques which the researcher used, the knowledge of the learners was improved. Score and frequency are given below.

*Table 4. Scores frequency distribution on post test*

| Scores | Frequency |
|---|---|

| | |
|---|---|
| 22 | 4 |
| 23 | 5 |
| 24 | 4 |
| 25 | 6 |

The table shows that  6 students got the highest scores and others result is also close to this number.

**Figure 3 shows the rate of usefulness of applied methods and techniques of the researcher and the scale of them:**
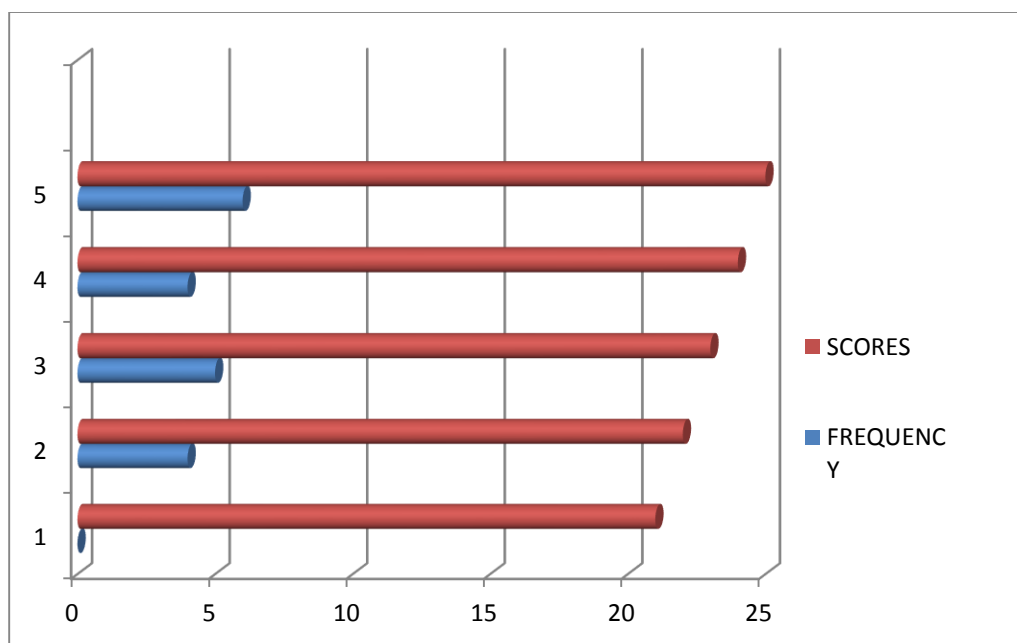


*Table 5.*

| Name | Pre-test results (out of 19) | Post test results (out of 19) | Distance between pre- test and post- test |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| 1.Muhammadiyeva A | 20 | 25 | 5 |
| 2.Naimova N | 19 | 23 | 4 |
| 3.Obidova S | 22 | 25 | 3 |
| 4.Saidova Z | 18 | 24 | 6 |
| 5.Sanginova N | 20 | 23 | 3 |
| 6.Sadullayev F | 17 | 22 | 5 |
| 7.Sobirova R | 21 | 24 | 3 |
| 8.Soliyev D | 15 | 23 | 8 |
| 9.Sirojiddinova S | 22 | 25 | 3 |
| 10.Tolibov Sh | 19 | 22 | 4 |
| 11.Tuxtayev F | 18 | 23 | 5 |
| 12.Usmonova M | 20 | 25 | 5 |
| 13.Usmonqulov R | 20 | 22 | 2 |
| 14.Umarov F | 17 | 22 | 5 |
| 15.Uzoqov A | 21 | 24 | 3 |
| 16.Xuramov S | 16 | 23 | 7 |
| 17.Yahyoyev S | 18 | 25 | 7 |
| 18.Shamsiyeva Sh | 19 | 24 | 5 |
| 19.Sharofidinova D | 21 | 25 | 4 |

During the observation, the researcher analyzed that 6 learners who collected lowest score in the pre-task, got higher results in the post-task tests. After that the researcher should find three points. That is to say:

1.**Mean** ( average value in a set of numerical values);

2.**Mode** (numerical value that occurs most frequently in a set of numerical values);

3.***Median*** (the value at the centre of the range of the set). They are as follows:

***Table 6. Mean, mode, median of the Pre-test***

|  | Pre-intermediate Learners |
| --- | --- |
| Mean | 18 |
| Median | 19 |
| Mode | 15 |

***Figure 4. Scores frequency distribution mean, mode, median of the Pre-task.***
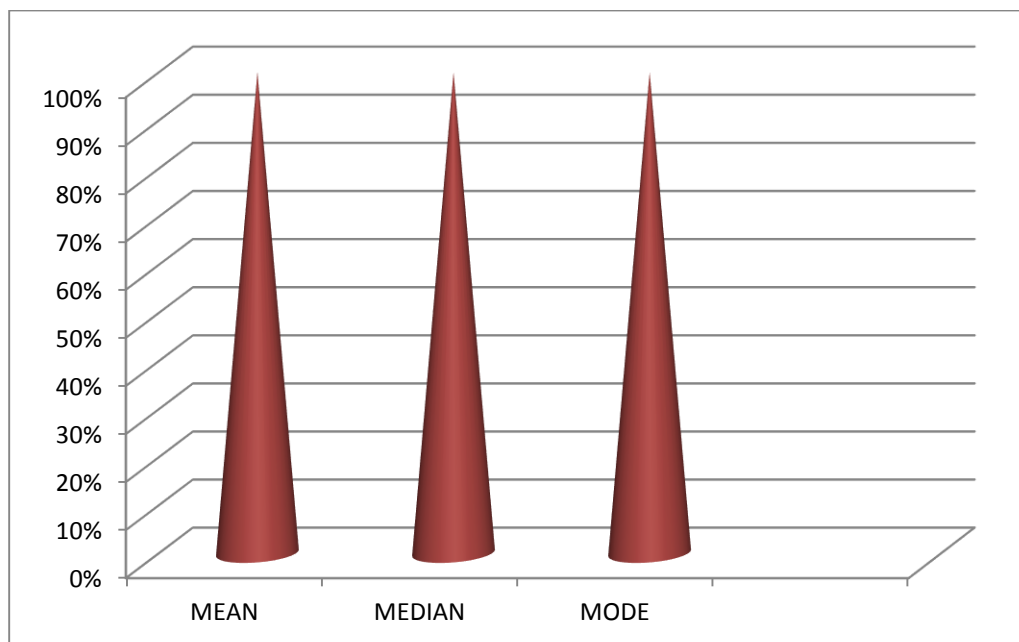


***Table 7 . Mean, mode, median of the Post-task.***

|        | Pre-intermediate students |
|--------|---------------------------|
| Mean   | 24                        |
| Median | 25                        |
| Mode   | 23                        |

**Figure 5. Scores frequency distribution mean, mode, median of the post-task**.
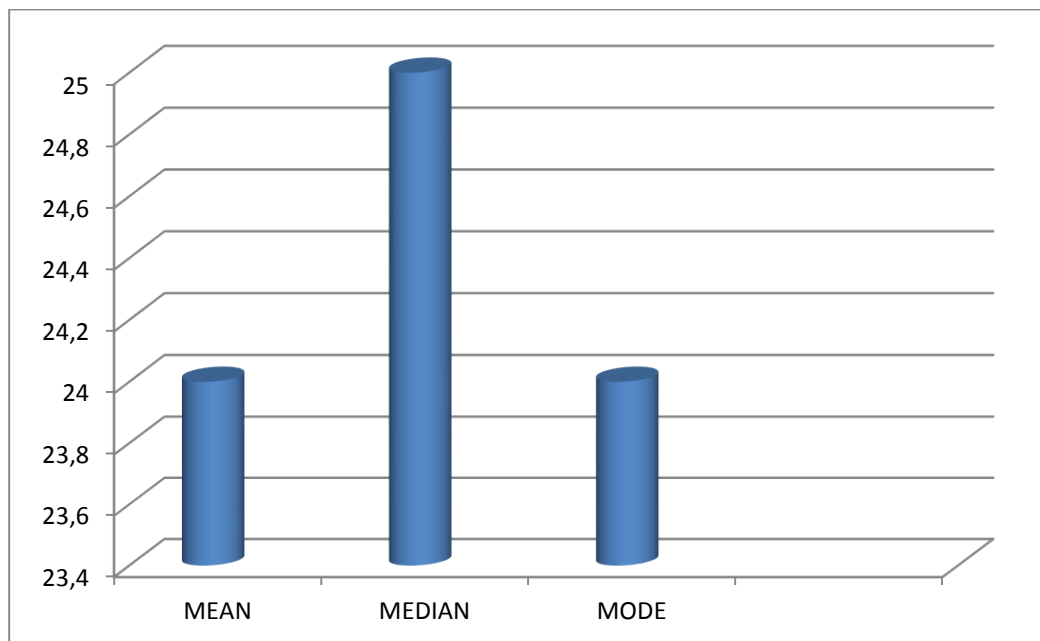


The tables show that students could achieve higher scores rather than pre-task results. The central tendency of post-task is higher than pre-task. It shows that the researcher worked successfully during the investigation.

**C. Results of Student's Questionnaire**

The researcher combined a set of questions for the questionnaire in order to get real answer for each question. The questionnaire was in the form of multiple choice questions and it distributed for 25 students.

**Question 1.  How often do you use the Internet?**

Since they are active users of the Internet, it was not difficult for them to answer. Due to the fact that 47% of them use the Internet every day, 34% once a day, 13%  once a week and 6%  once a month. The diagram shows that nearly half of the learners take advantage of the Internet every day.

**Figure 1.**
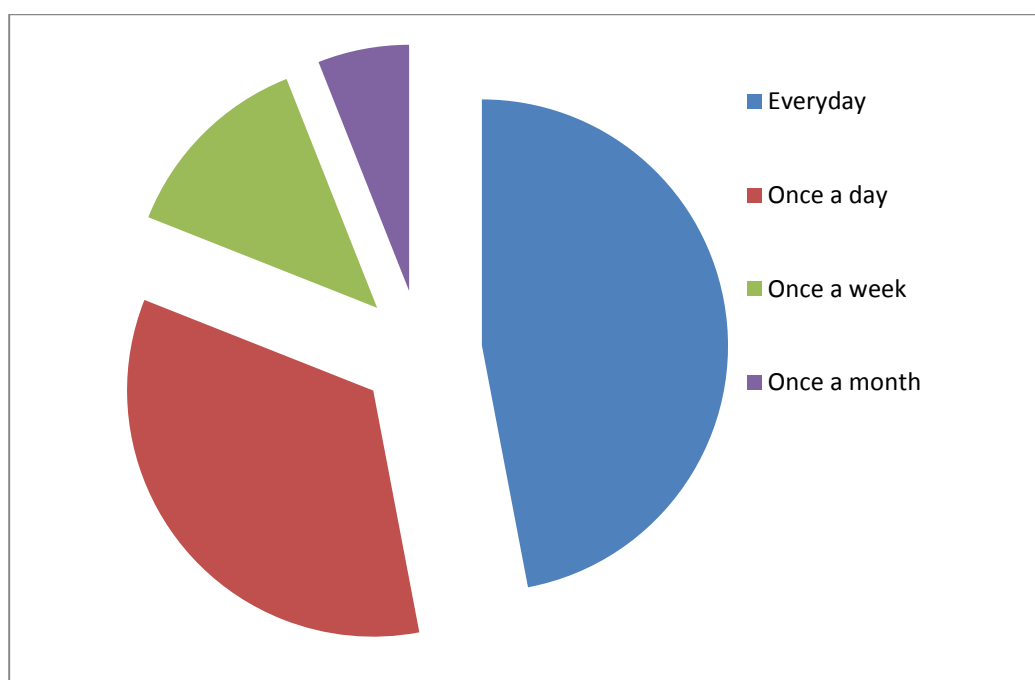


**Question 2. What do you like doing most online?**

Nowadays people use the Internet for different purposes. So that, the researcher wanted to know why learners especially use the Internet. 31% of learners take advantage of chat rooms I mean social networking, 27% for music, 23% for gaming and 19% for news. The chart shows that chat  rooms are the best one among learners for using.

**Figure 2.**
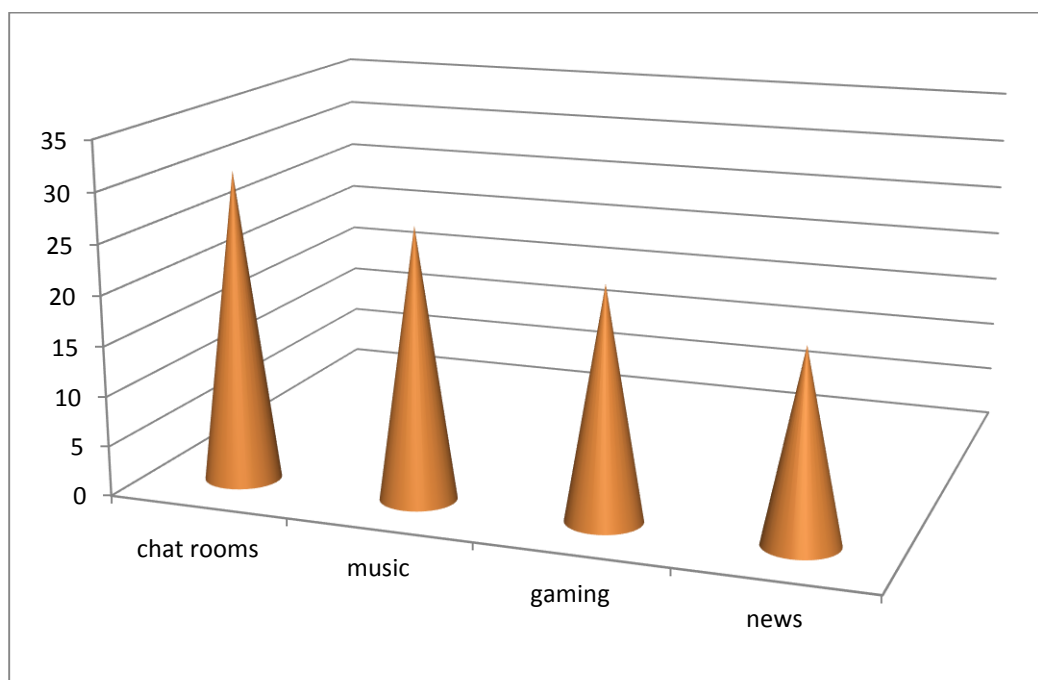
**Question 3.** Where do you use the Internet?

People use the Internet for different purposes in different places too. That's why, the researcher wanted to know the main location of learner's internet usage. 23% of the pupils use the Internet at home, 32% at school, 43% on their mobile phone, 27% at cafes.

The diagram shows that learners have all possibilities to use the Internet at any place they want. Mobile phones are the first one in this line.

**Figure 3.**

**LOCATION**
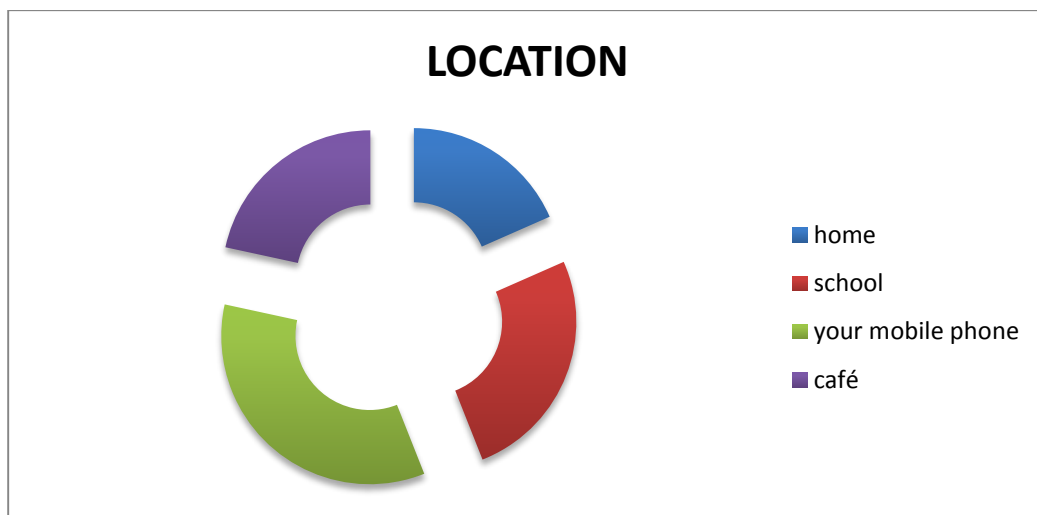
**Question 4. Which language skills do you want to improve?**

When pupils are given this question, they approved all choices at first, but later they preferred only one skill, considering their weak sides. 41% of pupils chose speaking skill, 27 % listening skill, 21% writing skill, 11% reading skill. The chart shows that most learners want to improve their speaking skills.

**Figure 4.**



51
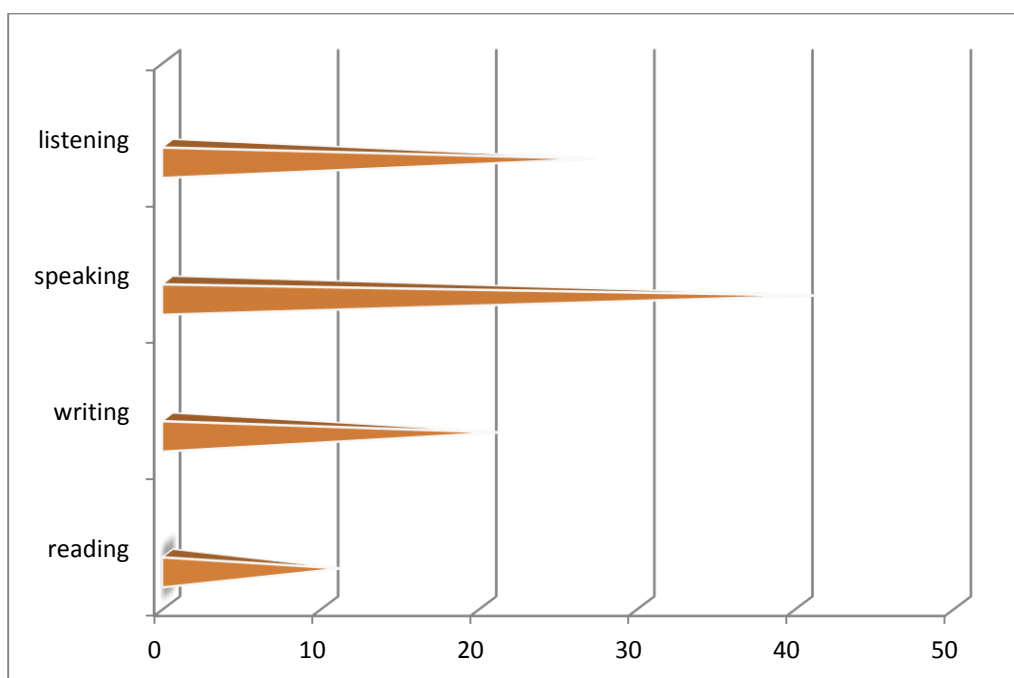
**Question 5. Do you use Internet abbreviations and acronyms?**

During the teaching process, once the researcher distributed list of acronyms which used on the Internet networking system. As the result of it, the pupils answer were like this: 83 % of them approved and 17 % of them stated that they do not use Internet acronyms since they are not active users.
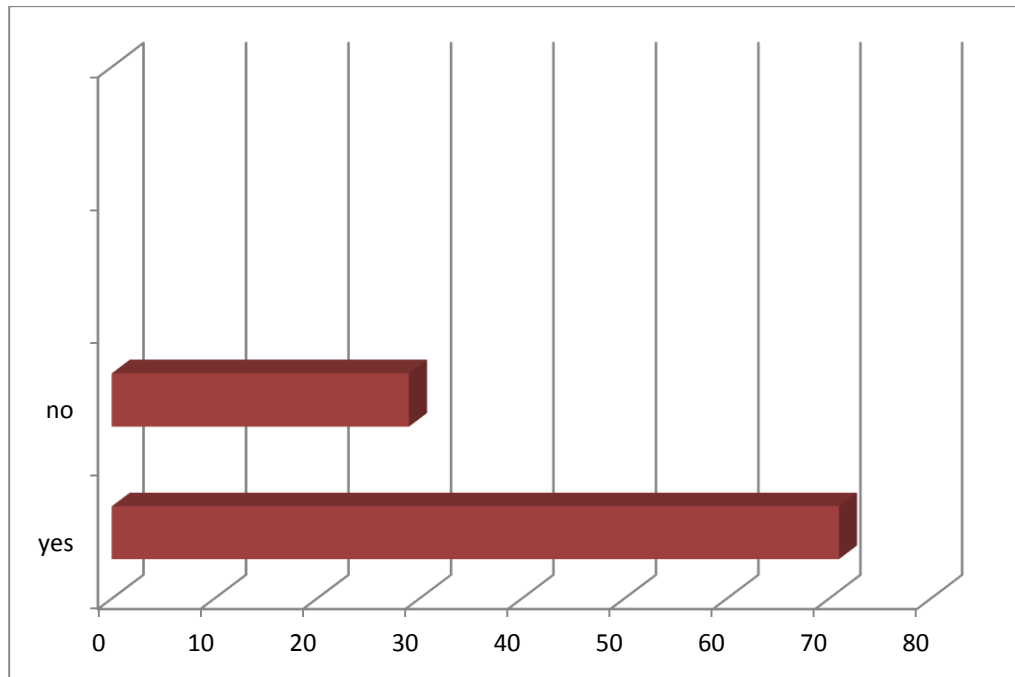
**Figure 5.**
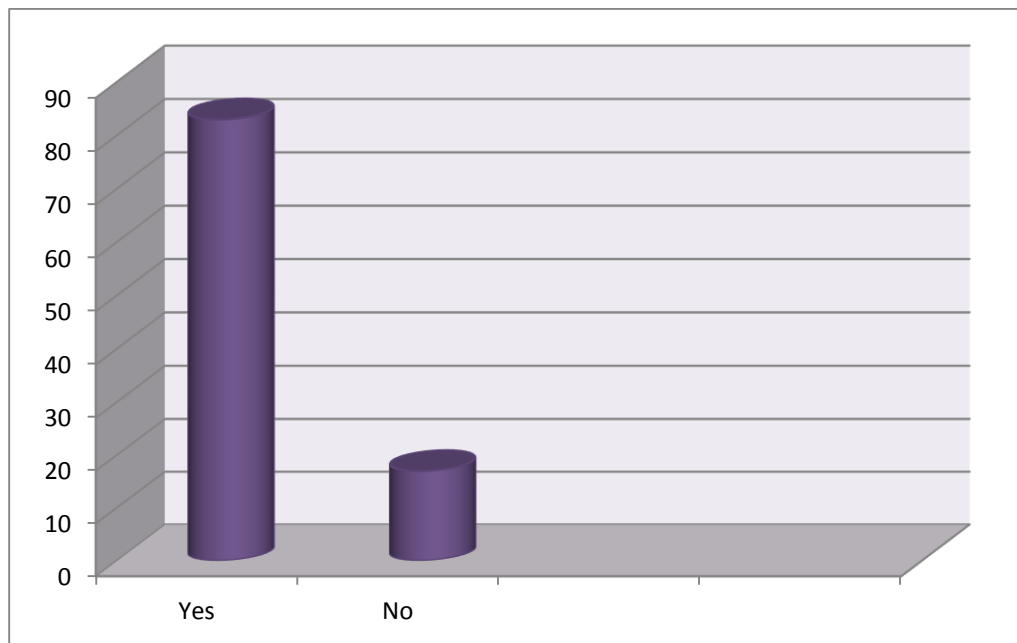


**D. Results of Teacher's Questionnaire**

The researcher interviewed ten teachers in order to be aware of their experiences and know their thoughts about ways of effective teaching process. All teachers answered to the questionnaires.

**Question 1. Do you use the internet sources for the educational purposes?**

**Figure 1.**

The chart shows that 71% teachers use the Internet for the educational purposes while the rest 29% does not approve this opinion. In fact, the period of technology and innovation demands wide usage of technologies in the education system too.

**Question 2. What kind of methods do you use while teaching English for pre-intermediate learners?**

As we all know, lessons are usually conducted with the help of different methods, by combining them with each other, thus they always fill each other. To the second question, teachers answered differently. 29% stated that they use grammar-translation method as the traditional one, 23% direct method, 22% audio-lingual method, 15% communicative language learning method and 15% approved TRP method too.

**Figure 2.**
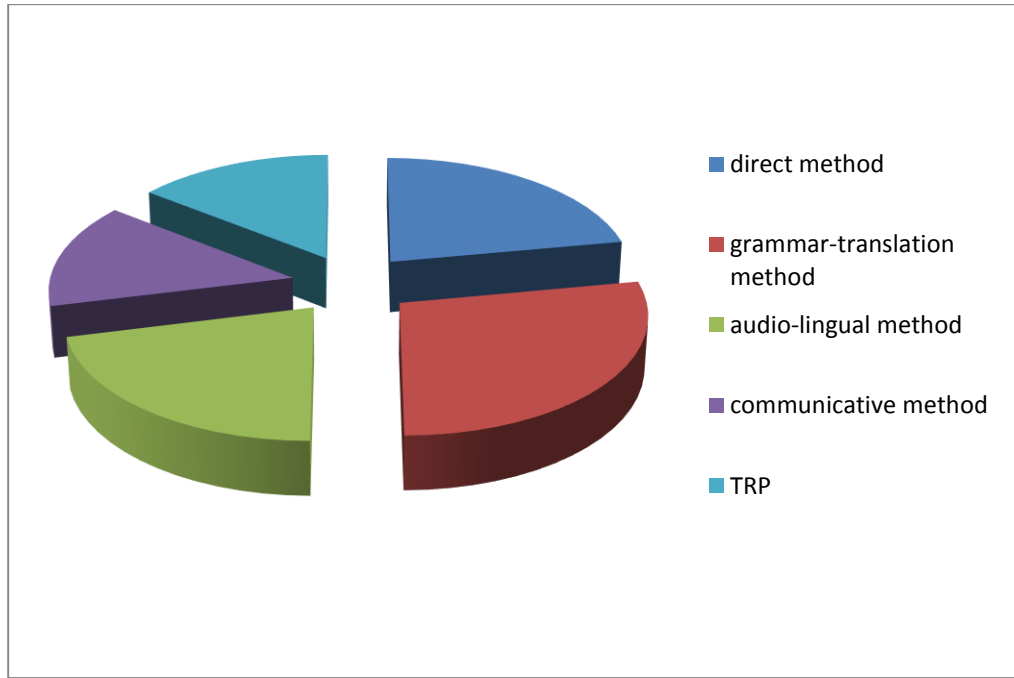
**Question 3. Which type of learners are more interested in learning a new language?**

**Figure 3.**
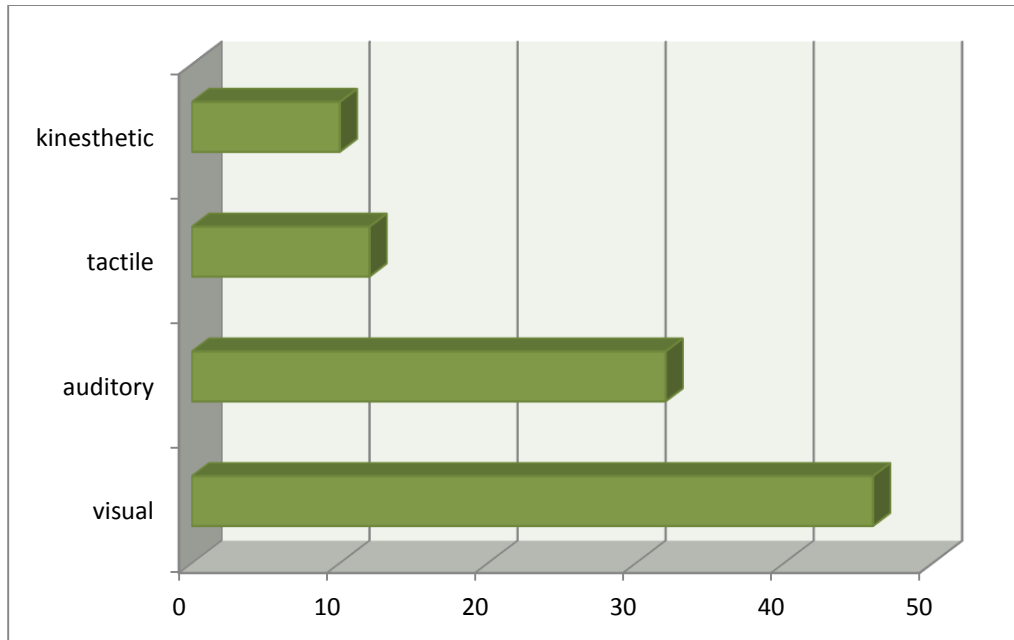


According to the learning styles, the interests of learners are different too. 46% teachers stated that visual learners are more active in

learning a new language. Auditory learners 32%, tactile12% and kinesthetic 10%.

It means that visual and auditory learners can learn a new language faster than tactile and kinesthetic learners.

**Question 4. What visual aids do you use while conducting the lesson?**

**Figure 4.**
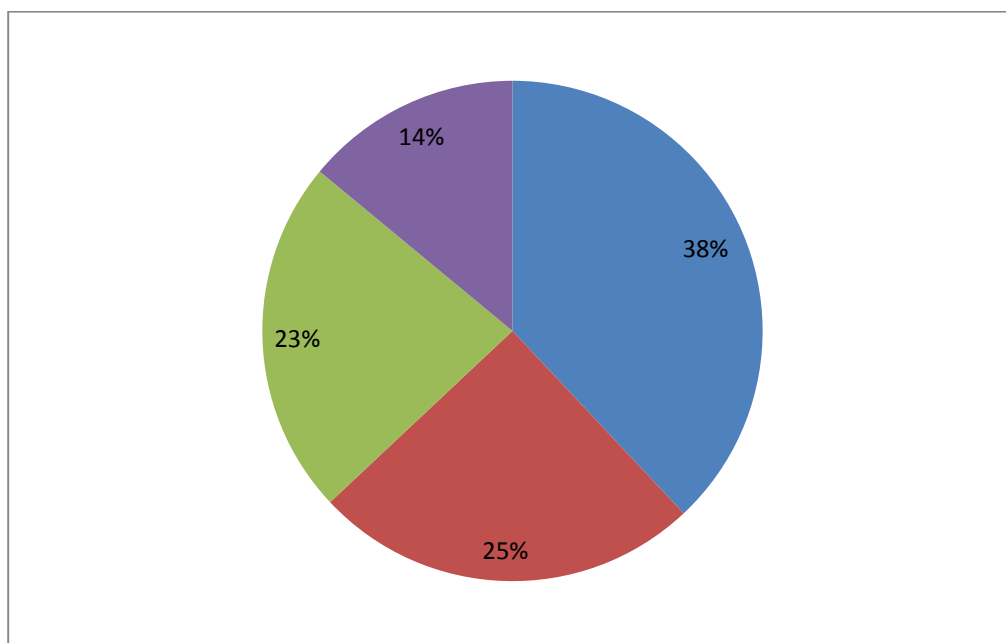


Visual aids are very important since pre-intermediate learners are mostly visual learners. Teachers stated that they use 38% of flashcards, 25% colorful pictures, 23% videos and 14% story books with pictures since they help learners to understand the new theme better.

**Question 5. Which activity can be beneficial for the learners to strengthening the new material?**

**Figure 5.**
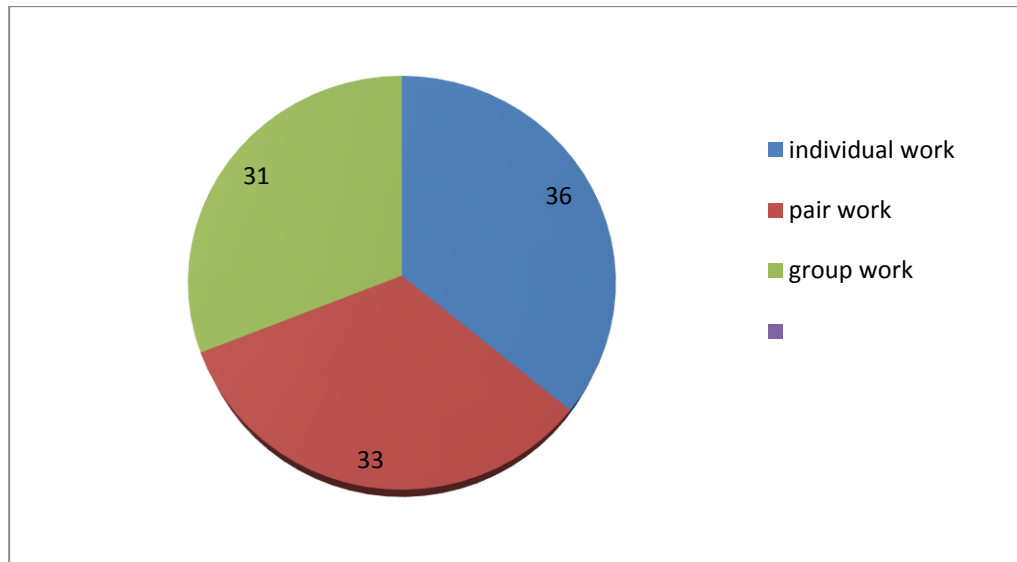
It is clear from the diagram that the role of individual, pair and group works are nearly the same. Individual work 36%, pair work 33% and group work 31%. In fact, these all activity types can help to improve students comprehension.

### E. Answers for Research Questions

The researcher have made some research questions above in order to give their solution. The questions were like these: how the Internet effecting to English language, why people prefer to use the Internet abbreviations and acronyms rather than the full source of the language and how is the attitude of the learner's to variation of the English language? After investigation, the researcher found out answers for these questions.

With the development of the internet in the last few years, the number of its users grows proportionally. The usage by more and more people may be the main reason why all of them got used to it – because it is comfortable to meet the others in one place and do not have to leave our houses. These people are more likely to get addicted to the internet because anything they would want to find is there in their grasp. People

get indolent and easy about important issues because it is comfortable to find everything in one spot – all the things they want to know more about or even the people they could or could not normally meet around.

For some of us it is rather incomprehensible that some individuals sit at the computer all day long and they keep chatting with other people's accounts. Not the real people, just accounts. It is simple to pretend we are different than we really are on the internet and this may be the reason why certain individuals get addicted to it. They are anonymous and they can do, in actual fact, whatever they want (some of them do not mince their words, indeed).

In other words, we can say that people use the Internet for different purposes. Similarly, many of us have already become active users of the Internet acronyms and abbreviations. It is true that it saves our time but on the other hand their widely usage may be danger for the English language itself.

## V. Final reflections

To sum up the research the writer wants to say that it is very important to teach English language to pupils from the very beginning of their learning. As we have said learners are transplanted to a foreign environment and pick up the local language with apparent ease. Teenagers are also can be taught in spite of their age. In research there were described variation of the English language under the Internet effect. There is also a big sum of different activities, which are very useful for every English teacher.

Due to the fact that the theme of this qualification paper is "Variation of English language under the Internet impact". We, students , were to prepare the practical part of our qualification paper during the teaching practice. My work deals with abbreviations and the language which is used on the Internet. During one of my classes, I distributed lists related to the Internet language to pupils since they had already been active users of the Internet. There were some words which were usually used in sending messages, short letters and others. Some of them are: : u, 2, 2nite, 2day, 4, luv, +, -, >, @, &, c, CUL, OMG etc. which stands for: you, to, to night, today, for, love, plus, minus, than, at, and, see, see you later, oh my God and HAU means How are you? Some may understand but some may confuse their real meaning. The materials which I distributed made the learners interested in it.

After analyzing the influences of a language on the Internet and the Internet language, and vice-versa, from different angles and perspectives, one can come to the conclusion that this influence is not only a simple process, but a process which just keeps on evolving. This process was started by the effect of the language on the Internet, but as one could see through the text, it is the Internet which is steadily increasing its influence on the language. David Crystal shares this

opinion, as he says, that the current Internet situations are likely to change and evolve with time. When looking back on history, this would be the logical conclusion to make, due to the already seen changes, technological development has brought upon mankind. Regarding this, Crystal states that the Internet will not only be isolated to computers, but is likely to be found on many new communication related innovations. This new technology will, according to him, bring new language styles and new sub-genres of it.Through this kind of evolution new Internet situations will arise accompanied by their appropriate types of computer-mediated discourse. The number of newly coined abbreviations, initialisms and acronyms will rise with each day, following the evolution of Internet language, making communication on the Internet even easier, faster and more creative. These newly coined terms will probably keep on infiltrating dictionaries and vocabularies of all languages,

The practical part of the work showed that learning language is important and difficult process, which should be learned how to teach it to learners at the elementary stage of English teaching. The fluency activities proved to be essential while practicing fluent conversation to prepare pupils for the real English world. On the other hand, the accuracy activities focused on speech with the help of the new technologies such as interesting and motivational activities and due to them the learners were given the opportunity to practice the correct use of foreign language.

To conclude, we can say that Internet language is widely used nowadays and whether we want or not it can effect to English language, that is to say to its grammar, vocabulary, pronunciation and other sides. After few years, the language may lose its original shape.

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# Appendix 1

**Lesson Plan 1**

**Date:** 1 /03/2018

**Day:** Thursday

**Subject:** English

**Form:** 9 "A"

**Unit:** 6.Advertising and marketing.

**Theme:** Lesson 1. The power of advertising.

**Aim of the lesson:**

-To give pupils knowledge on advertising and its types

 -To talk with pupils about vocabulary related to advertising

- To improve pupil's  listening, reading, oral speech and writing skills

**Equipments:** Computer, whiteboard, marker ,small pictures{related to the theme},handouts, cards, workbooks

**Composition of the lesson:**

1.  Organizational moment- 3 minutes

2.  Warming-up: (Brainstorming activity related with the topic) - 3 minutes

3.  Checking the homework ( Giving examples of hand-made adverts) - 5 minutes

4.  Working  in the class- 20 minutes

    Giving new word and phrases

    Ex 1 b. Answer the questions

    Making sentences using new words and phrases

    Ex 2 a. Work in pairs. Read and translate the text on "Advertising and persuasion".

5.Strengthening: (Giving cards related to the topic and doing activity filling the gap ) -8 minutes

6.Homework: (1 on page 80. Making five sentences about the effects of advertising) -2 minutes

7.Assessment (Marking the pupils according their participation for homework and lesson activities) - 2 minutes

8.Ending of the lesson – 2 minutes

| Stage | Name of the stage | Time | Teacher | Pupil |
|---|---|---|---|---|
| 1. | Organizational moment | 3 minutes | -Good morning pupils. Sit down. -Let's begin our lesson! What date is it today? -What day is it today? -What is the weather like today? -Who is absent today? -Well let's continue our lesson. | -Good morning, teacher. -Today is the 1st of March. -Today is Thursday. - All are present today. |
| 2. | Warming-up | 3 minutes | -Now pupils our theme is the power of advertising. Let's do brainstorming. You should answer to these questions in a | -Advert is to present, show something. -My favourite company is Samsung. |

| | | | second, very fast. <br><br>-1. What is advert? <br><br>-2. What company do you prefer? <br><br>-3. What advertising do you like? <br><br>-All right, very good. | |
|---|---|---|---|---|
| 3. | Checking the homework | 5 minutes | -Now, Let us check up your homework. What was your homework for today? <br><br>-Very good, let's begin to present your adverts. <br><br>-All right. You are very creative! That's wonderful. | -Our homework for today was to make hand-made advert. <br><br>-Pupils present adverts turn by turn. |
| 4. | Working in the class Conducting new words | 6-minutes | -Now we shall learn the power of advertising. First we learn new words. <br><br>-They are: Creative, drawing, humour, original…. | -Pupils copy out new words and then pupils follow to the teacher when |

| | | | -Copy out them.<br>-Let's pronounce them together.<br>-Thank you so much. | pronouncing new words. |
|---|---|---|---|---|
| | Ex: 1 b. | 7-minutes | -Now let's do ex 1 b. Answer the questions. Who will read?<br>-Yes, you are right.<br>-Now let's make up sentences using new words and phrases For example: *I am very creative at decorating houses.*<br>-Great! Excellent! | -Pupils read and answer the questions one by one.<br>-Pupils give their answers in a oral form. |
| | Ex: 2 a. | 7-minutes | -Look at ex 2 a. Work in pairs. Read and translate the text.<br>-Thank you for your answers. | -Working in groups, pupils translate the text turn by turn and give their translation. |
| 5. | Strengtheni | 8 | -Now let's do filling | -Pupils fill in |

| | | minutes | the gaps. <br> -You will work in groups and fill the gaps with omitted words. <br> -Now let's check it. <br> -All have done correctly. | the gaps working in a group and translate them. |
|---|---|---|---|---|
| 6. | Homework | 2 minutes | -Now, your home task is Exercise 1 on page 80. You should make up five sentences on advertising effects. | -All right, we have understood. |
| 7. | Assessment | 2 minutes | -Well, I will mark you according to your home task and according to the participation during the activities. | |
| 8. | Ending of the lesson | 2 minutes | -Now, the lesson is over. <br> -Thank you for your active participation. <br> -Good bye! | -See you next lesson! <br> -Good bye! |

**Lesson Plan 2**

**Date:** 7 /03/2018

**Day:** Wednesday

**Subject:** English

**Form:** 9 "A"

**Unit:** 6.Advertising and marketing.

**Theme:** Lesson 4. Advertising standards.

**Aim of the lesson:**

-To give pupils knowledge on advertising standards

- To practice speaking and reading skills

**Equipments:** Computer, whiteboard, marker ,small pictures{related to the theme},handouts, cards, workbooks

**Composition of the lesson:**

5.  Organizational moment- 3 minutes

6.  Warming-up: (Asking questions related with the topic) - 3 minutes

7.  Checking the homework ( translating the text) - 5 minutes

8.  Working  in the class- 20 minutes

    Giving new vocabulary

    Ex 4 a. Read and translate the sentences.

    Conducting " to be worth doing" construction.

    Ex 4 b. Work in pairs. Answer the questions.

5.Strengthening: (Giving cards related to the topic and doing crossword)
-8 minutes

6.Homework: (Do grammar exercise 2 on page 91) -2 minutes

7.Assessment (Marking the pupils according their participation for homework and lesson activities) - 2 minutes

8.Ending of the lesson – 2 minutes

| Stage | Name of the stage | Time | Teacher | Pupil |
|---|---|---|---|---|
| 1. | Organizational moment | 3 minutes | -Good morning pupils! -Sit down. Let's begin our lesson! -What date is it today? -What day is it today? -What is the weather like today? -Who is absent today? -Well let's continue our lesson. | -Good morning, teacher. -Today is the 7th of March. -Today is Wednesday. -All are present today. |
| 2. | Warming-up | 3 minutes | -Now pupils our theme is about advertising standards. How advertising should be? -What do you think? -All right, very good. | *-Advertising should be accurate, clear, true, informative and attractive.* |
| 3. | Checking the homework | 5 minutes | -Now, Let us check up your homework. What was your homework for today? | *-Our homework for today was to translate* |

| | | | -Very good, let's begin to read your translations. -All right. Your answers are correct. | *the text.* -Pupils read the text turn by turn. |
|---|---|---|---|---|
| 4. | Working in the class Conducting new words | 6-minutes | -Now we shall learn advertising standards. First we learn new words. They are: informative, true, moral, honest…. -Copy out them. -Let's pronounce them together. -Thank you so much. | -Pupils copy out new words and then pupils follow to the teacher when pronouncing new words. |
| | Ex: 4 a | 7-minutes | -Now let's do ex 4 a. Read and translate the sentence. Well, Adiba read one sentence and translate. -Great! Excellent! | -Pupils read and translate one by one. |
| | Ex: 4 b | 7-minutes | -Look at ex 4b. -Nilufar read the task. -Well , Shahzoda | *-Do we have code in Uzbekistan?* |

| | | | read questions and answers.<br>-Thank you for your answers. | *-Do you think it would be a good idea to have one?* |
|---|---|---|---|---|
| 5. | Strengthening | 8 minutes | -Now let's do crossword.<br>-You will work in groups and fill the lines.<br>-Now let's check it.<br>-All have done correctly. | -Pupils fill in the crossword working in a group. |
| 6. | Homework | 2 minutes | -Now, your home task is to do grammar exercise 2 on page 91. | |
| 7. | Assessment | 2 minutes | Well, I will mark you according to your participation. | |
| 8. | Ending of the lesson | 2 minutes | -Now, the lesson is over.<br>-Thank you for your active participation.<br>-Good bye! | -See you next lesson!<br>-Good bye! |

**Lesson Plan 3**

**Date:** 14 /03/2018

**Day:** Wednesday

**Subject:** English

**Form:** 9 "A"

**Unit:** 6.Advertising and marketing.

**Theme:** Lesson 6. Project. My company is…

**Aim of the lesson:**

- to talk with pupils about a presentation about companies

- to develop to report own ideas, communicative skills

- to improve pupil's  listening, reading, oral speech and writing skills

**Equipments:** Computer, whiteboard, marker ,small pictures{related to the theme},handouts, cards, workbooks

**Composition of the lesson:**

9.  Organizational moment- 3 minutes

10.Warming-up: (Asking new words of the past topics) - 3 minutes

11.Checking the homework ( Making the sentences) - 5 minutes

12.Working  in the class- 20 minutes

Ex 1 a. Look and answer the questions.

Ex 2 a. Work in groups.  Make a short presentation about a company to the class.

Ex 2 c. Give the presentation. Then answer the questions from your colleagues.

5.Strengthening: (Asking questions about famous advertising companies and their emblems, slogans, placement ) -8 minutes

6.Homework: (Write a complain letter to the Advertising Standards Authority) -2 minutes

7.Assessment (Marking the pupils according their participation for homework and lesson activities) - 2 minutes

8.Ending of the lesson – 2 minutes

| Stage | Name of the stage | Time | Teacher | Pupil |
|---|---|---|---|---|
| 1. | Organizational moment | 3 minutes | -Good morning pupils. <br> -Sit down. Let's begin our lesson! <br> - What date is it today? <br> -What day is it today? <br> -What is the weather like today? <br> -Who is absent today? <br> -Well let's continue our lesson. | -Good morning, teacher. <br> -Today is the 14th of March. <br> -Today is Wednesday. <br> -All are present today. |
| 2. | Warming-up | 3 minutes | -Now pupils our theme is Project. My company is… <br> -We will revise all the topics of this unit and talk about famous companies. | -Decent is *standartlarga mos*, <br> -Informative is *axborot beradigan* <br> -Slogan is |

| | | | -Let's remember new words.<br>-What is the translation of decent, informative, slogan…?<br>-All right, very good. | *shior….* |
|---|---|---|---|---|
| 3. | Checking the homework | 5 minutes | -Now, Let us check up your homework.<br>-What was your homework for today?<br>-Very good, let's begin to read your translations.<br>-All right. Your answers are correct. | *-Our homework for today was make the sentences.*<br>-Pupils read the sentences turn by turn. |
| 4. | Working in the class<br>Ex 1 a. | 6-minutes | -Now we shall learn about companies.<br>-Ex 1 a. Look and answer the questions.<br>-Let's read them one by one.<br>-Thank you so much. | -Pupils read questions and answer them. |
| | Ex: 2 a. | 7-minutes | -Now, let's do Ex 2 a. Work in groups. | -Pupils prepare their |

| | | | -Prepare a short presentation about a company to the class. I will divide you into 4 groups. -And let's start making presentation. -Great! Excellent! | presentation about companies. |
|---|---|---|---|---|
| | Ex: 2 c | 7-minutes | -And now let's check them. -Look at ex 2 c. Give the presentation and answer the questions. -Who will be the first to demonstrate? -Thank you for your answers. | -1. *Our presentation is about the company Nokia…* -2. *Unlike, this presentation is about Samsung company…* |
| 5. | Streng-thening | 8 minutes | Now, let's try to answer to these cards? <br> - What companies slogans do you know? | Pupils answer turn by turn. For example: The slogan of the company iPhone is … |

| | | | - Can you give any emblems of foreign companies?<br>-Thank you for your answers. | |
|---|---|---|---|---|
| 6. | Homework | 2 minutes | -Now, your home task is to write a complain letter to the Advertising Standards Authority. | |
| 7. | Assessment | 2 minutes | Well, I will mark you according to the participation. | |
| 8. | Ending of the lesson | 2 minutes | -Now, the lesson is over.<br>-Thank you for your active participation.<br>-Good bye! | -See you next lesson!<br>-Good bye! |

## Appendix 4

**Questionnaire for Students**

1.How often do you use the Internet?

- Everyday

- Once a day

- Once a week

- Once a month

2.What do you like doing most online?

- Chat rooms

- Music

- Gaming

- News

3.Where do you use the Internet?

- Home

- School

- Mobile phone

- Café

4.What language skills do you want to improve?

- Listening

- Speaking

- Writing

- Reading

5.Do you use the Internet abbreviations and acronyms?

- Yes

- No

# Appendix 5

**Questionnaire for Teachers**

1.Do you use the Internet sources for the educational purposes?

- Yes
- No

2.What kind of methods do you use while teaching English for pre-intermediate learners?

- Direct method
- Grammar-translation method
- Audio-lingual method
- Communicative method
- TRP

3. Which type of learners are more interested in learning a new language?

- Visual
- Auditory
- Tactile
- Kinesthetic

4. What visual aids do you use while conducting the lesson?

- Flashcards
- Colorful pictures
- Videos
- Story books with pictures

5.Which activity can be beneficial for the learners to strengthening the new material?

- Individual work
- Pair work
- Group work

# Appendix 6

## The most popular Internet acronyms

1. **ASAP:** As Soon As Possible
2. **BBL/BBS:** Be Back Later/Soon
3. **BF:** Boyfriend
4. **BFF:** Best Friends Forever
5. **BFFL:** Best Friends for Life
6. **BRB:** Be Right Back
7. **CYA:** See You
8. **FAQ:** Frequently Asked Questions
9. **FB:** Facebook
10. **FML:** "F-Word" My Life
11. **FTFY**: Fixed That For You
12. **FTW:** For the Win
13. **FWI:** For Your Information
14. **G2G:** Got to Go
15. **GF:** Girlfriend
16. **GR8:** Great
17. **GTFO**: Get the "F-Word" Out
18. **HBIC**: Head B**** in Charge
19. **HML**: Hit My Line, or Hate My Life
20. **HTH:** Hope This Helps
21. **IDK:** I Don't Know
22. **IMO/IMHO**: In My Opinion/In My Humble Opinion
23. **IRL**: In Real Life
24. **ISTG**: I Swear to God
25. **JK:** Just Kidding
26. **KTHX:** OK, Thanks
27. **L8R:** Later
28. **LMAO:** Laugh My "A-Word" Off
29. **LMFAO**: Laugh My "F-ing" "A-Word" Off
30. **LOL:** Laugh Out Loud
31. **MWF**: Married White Female/Monday, Wednesday, Friday
32. **NM:** Nevermind
33. **NP:** No Problem
34. **NSFW**: Not Safe for Work
35. **OMG:** Oh My God
36. **ORLY:** Oh Really?

37. **OTOH**: On the Other Hand
38. **RN**: Right Now
39. **ROFL:** Roll On the Floor Laughing
40. **RUH**: Are Your Horney
41. **SFW:** Safe for Work
42. **SOML:** Story of My Life
43. **STFU:** Shut the "F-Word" Up
44. **TFTI**: Thanks for the Invite
45. **TMI:** Too Much Information
46. **TTFN**: Ta-ta for now
47. **TTYL**: Talk to You Later
48. **TWSS**: That's What She Said
49. **U**: You
50. **W**: With
51. **W/O:** Without
52. **WYD:** What You Doing
53. **WTF:** What the "F-Word"
54. **WYM:** What You Mean?
55. **WYSIWYG:** What You See Is What You Get
56. **Y:** Why
57. **YW:** You're Welcome
58. **YWA**: You're Welcome Anyway