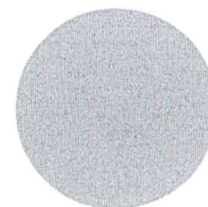
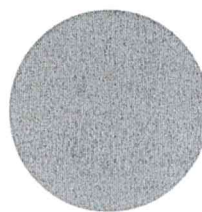
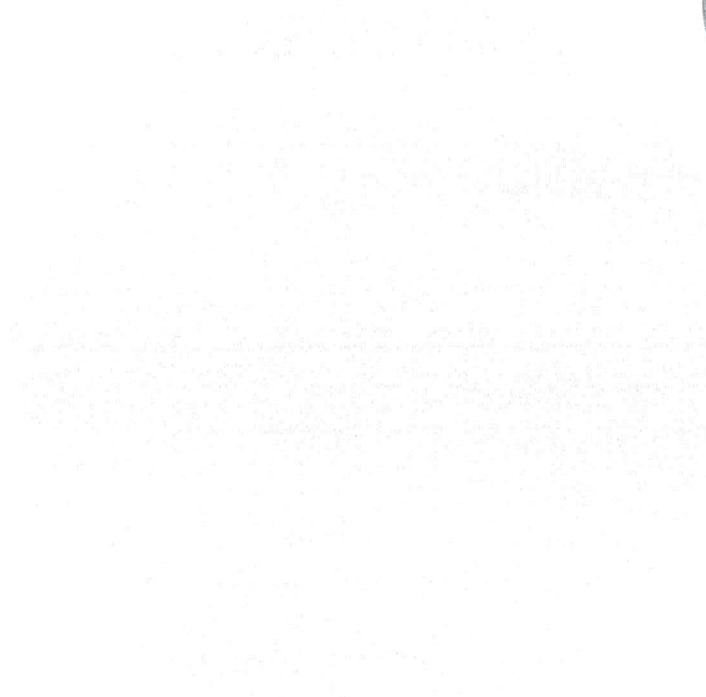


14th conference reader

Centre for Higher Education Studies
Prague 2019



**BESEDA, J, ROHLÍKOVÁ, L., DUFFEK, V. (eds.) 2019:
E-learning: Unlocking the Gate to Education around the Globe**

14th conference reader, Prague: Center for Higher Education Studies

Location: Microsoft, Prague, CZECH REPUBLIC Date: JUN 20-21, 2019

Creative Commons CC-BY-SA 3.0

ISBN 978-80-86302-85-0

List of reviewers

Prof. Dele Braimoh, ex UNISA, South Africa
Mar Camacho Martí, Ph.D. Universitat Rovira i Virgili in Tarragona, Spain
PhDr. Branislav Frk, Ph.D., University of Prešov, Slovakia
Francesco Pisanu, Ph.D., IPRASE, Italy
Prof. Petra Aczél, Corvinus University of Budapest, Hungary
PhDr. Lucie Rohlíková, Ph.D., Western Bohemia University, Czech Republic
Monika Frania, Ph.D., University of Silesia in Katowice, Poland
Miguel Gea, Ph.D., University of Granada, Spain
Mari Carmen Caldeiro Pedreira, Ph.D., Public University of Navarra, Spain
Dr. Mohammed Ibrahim Alhojailan, Ph.D., DMU University, CCSR. United Kingdom/Saudi University, Saudi Arabia
Mgr. et Mgr. Jan Beseda, Ph.D. Centre for Higher Education Studies, Czech Republic
Mgr. Hana Ovesleová, Ph.D., Western Bohemia University, Czech Republic
Mgr. Jakub Štogr, Navreme Boheme, s.r.o., Czech Republic
Robert Aust, Universität Leipzig, Germany
Miltiadis D. Lytras, Ph.D., The American College of Greece, Greece
Mgr. Linda Pospíšilová, University of Pardubice
Paraskevi Papadopoulou, Ph.D., The American College of Greece, Greece
Anastasia Misseyanni, Ph.D., The American College of Greece, Greece
Mgr. Veronika Neničková, Masaryk University, Czech Republic
Christina Marouli, Ph.D., The American College of Greece, Greece
María Graciela Badilla Quintana, Ph.D., Universidad Católica de la Santísima Concepción, Chile
MSc. Lynette Naidoo, UNISA, South Africa
Emilda Roseni, Ph.D., Aleksandër Moisiu University, Durrës, Albania
Mgr. Petr Sudický, Masaryk University, Czech Republic
Mgr. Štěpánka Hronová, MBA, University of Finance and Administration, Czech Republic
Mgr. Tereza Havránková, Western Bohemia University, Czech Republic
Prof. Maurizio Gentile, Ph.D. LUMSA University of Rome/Sapienza University Rome, Italy

Cover graphics Hana Ovesleová

Publication is not a subject of language check. All papers passed a blind review process.

Content

Introduction 1-3

Articles

Keynote speech

MAURIZIO GENTILE: **DIGITAL VIDEOS AND TEACHER EDUCATION: A RESEARCH-TRAINING FRAMEWORK** 6-24

Language education

ŠTĚPÁNKA HRONOVÁ, LADISLAVA KNIHOVÁ: **VIDEO IN FORMAL AND INFORMAL LEARNING PROGRAMMES** 26-37

ŠTĚPÁNKA HRONOVÁ, JITKA SRPOVÁ: **TECHNOLOGICAL ADVANCEMENT SHAPING INNOVATION OF INSTRUCTION IN CORPORATE EDUCATION** 38-45

VLADISLAV PAVLÁT, LADISLAVA KNIHOVÁ: **THE PERSONAL LEARNING CLOUD AS INNOVATIVE TOOL IN CORPORATE TRAINING** 46-59

IRYNA DIDENKO: **CHALLENGES OF TEACHING ENGLISH FOR SPECIFIC PURPOSES TO ADULT STUDENTS** 60-64

NATALIIA STYRNIK: **USING INFORMATION AND COMMUNICATION TECHNOLOGY IN FOREIGN LANGUAGE TEACHING: ADVANTAGES AND DISADVANTAGES** 65-71

KATERYNA SHEVELKO: **TEACHING ENGLISH TO PRE-SERVICE TRANSLATORS: ON THE WAY TO BLENDED LEARNING** 72-78

MICHAELA VOLTROVÁ: **IMPROVING LEARNERS' PRAGMATIC COMPETENCE IN GERMAN AS A FOREIGN LANGUAGE: INTRODUCING UNIQUE FEATURES OF DISCOURSE IN SOCIAL NETWORKS** 80-87

HALYNA STASHKO: **ESL FOR B+: MODERN LANGUAGE LEARNING TOOLS AND EXPERIENCES IN TEACHING SPEAKING** 88-96

EMILDA ROSENI: **CASE OF ALBANIA: MEASUREMENT AND ASSESSMENT AS MAIN COMPONENTS IN THE CURRICULUM OF FOREIGN LANGUAGES** 97-107

NATALIIA ZHUKOVA: **ENHANCING 'SOFT SKILLS' IN THE ENGLISH FOR SPECIFIC PURPOSES COURSE WHEN RECORDING A VIDEO** 108-117

ZUZANA HRDLÍČKOVÁ, MARTA KUČEROVÁ: **TESTING ENGINEERING STUDENTS' KNOWLEDGE ACQUIRED IN A BUSINESS ENGLISH COURSE SUPPORTED BY LMS MOODLE** 118-135

ERYKA PROBIERZ: **ATTITUDES TOWARDS THE INTERNET AND TECHNOLOGY AND THE USE OF E-LEARNING TOOLS FOR LEARNING FOREIGN LANGUAGES** 136-142

Development of competencies

IVANA SHÁNILOVÁ, MILAN DEMJANENKO: **NEW TECHNOLOGIES IN EDUCATION OF PEDAGOGICAL STAFF IN THE FIELD OF ELEMENTARY ART EDUCATION** 144-152

PETR SVOBODA: **A NEW EDUCATIONAL PROGRAM OF DIGITAL COMPETENCES DEVELOPMENT FOR TEACHERS** 153-159

MICHAL ČERNÝ: **DIGITAL COMPETENCE: FROM SELF-EVALUATION TO ANALYSIS OF STUDENTS' LEARNING BEHAVIOUR** 160-177

Robots

TATIANA CHIRIAC: **PROMOTING ROBOTICS IN EDUCATION: TOWARDS A SYSTEMIC INTEGRATION OF DIGITAL INNOVATIONS IN THE SCHOOL CURRICULUM (MOLDOVA INITIATIVES)** 179-191

ALEKSANDAR STOKIC, DALIBOR DERIC: INTRODUCING PROGRAMMING AND ROBOTICS TO KIDS IN A PUBLIC LIBRARY IN DEVELOPING COUNTRY - CASE STUDY FROM DOBOJ PUBLIC LIBRARY 193-199

Virtual and mixed reality

VÁCLAV DUFFEK, PETR HOŘEJŠÍ, PAVEL MENTLÍK, JIŘÍ POLCAR, TOMÁŠ PRŮCHA, LUCIE ROHLÍKOVÁ: PRE-SERVICE TEACHER TRAINING IN THE VIRTUAL CLASSROOM: PILOT STUDY 201-210

TATIANA GOLUB, NATALIYA KOSHECHKO, NATALIYA POSTOIUK: MIXED REALITY IN THE UKRAINIAN HIGHER EDUCATION INSTITUTIONS: CONFLICTOLOGICAL COMPETENCE OF TEACHERS AND STUDENTS 211-223

OLEKSANDR DLUHOPOLSKYI, SERHII PRYKHODCHENKO, ANDRII MARTYNYENKO, OKSANA PRYKHODCHENKO, VITALII ASOTSKYI, LIUDMYLA ZAIKA: APPLICATION OF AUGMENTED REALITY FOR THE TRAINING OF GEOLOGIST STUDENTS 224-232

Video in education

MARI-CARMEN CALDEIRO-PEDREIR, TEREZA HAVRÁNKOVÁ: THE USE OF EDUCATIVE VIDEOS TO DEVELOP CRITICAL COMPETENCES 234-239

GUȚU MARIA: A NEW PERSPECTIVE ON LEARNING: FLIPPED CLASSROOM AND TRANSMEDIA LEARNING 240-245

Media and information literacy

HANA TULINSKÁ: CROSS-AGE PEER TUTORS AS IMPORTANT ACTORS OF UNIVERSITY ONLINE COURSES – INFORMATION LITERACY COURSE CASE STUDY 247-258

SANI KUNAC, IVANA BATARELO KOKIĆ: MEDIA COVERAGE OF SCHOOL BEHAVIOUR ISSUES: A CONTENT ANALYSIS OF DIGITAL MEDIA MESSAGES 259-270

YULIYA KRYLOVA-GREK: PHOTOS VERIFICATION WITH MOBILE INTERNET DEVICES AS THE WAY TO IMPROVE MEDIA LITERACY 271-279

VERONIKA PELLE: IS THE HUNGARIAN HIGHER EDUCATION MEDIA-LITERATE? ANALYSIS OF COMMUNICATION AND MEDIA SCIENCE UNIVERSITY PROGRAMMES IN THE LIGHT OF MEDIA LITERACY 280-286

Other

KONSTANTINOS VOURVACHIS: E-LEARNING FOR SMART CITIES EDUCATION: A CASE STUDY ON AVOIDING TRAFFIC CONGESTIONS 288-293

SVITLANA KUZNETSOVA: HIGHER EDUCATION IN GLOBAL DIGITAL SOCIETY: COMMON FRAMEWORK FOR PROGRAMMES 294-301

GENTJANA TARAJ: STUDENTS' AWARENESS OF PLAGIARISM AS AN ACADEMIC DISHONEST BEHAVIOUR 302-308

YEVHENIIA POLISHCHUK, ANNA KORNYLIUK, IGOR BRITCHENKO: UNIVERSITY AS A CORE OF E-LEARNING ECOSYSTEM 309-319

WIOLETTA KWIAŃKOWSKA, MALGORZATA SKIBIŃSKA: INTERACTIVITY OF E-LEARNING AND THE MOTIVATION OF LEARNERS 320-336

MATE JURIC, NIKOLINA PEŠA PAVLOVIĆ: EVALUATION OF EDUCATIONAL TOOLS AND ANALYSIS OF DIFFERENT WAYS THAT STUDENTS USE DIGITAL TECHNOLOGIES IN EDUCATION 337-356

ARLINDA BEKA: COLLABORATIVE LEARNING AMONG STUDENTS - INCREASING STUDENT LEARNING FOR A SUSTAINABLE FUTURE 357-369

IVANA BATARELO KOKIĆ, INES BLAŽEVIĆ, TERRI L. KURZ: PRIMARY SCHOOL TEACHERS' READINESS FOR ONLINE PROFESSIONAL DEVELOPMENT	370-379
DAGMAR DLOUHÁ, JIŘÍ POKORNÝ, KAROLINA DLOUHÁ: NECESSITY OF KNOWLEDGE ABOUT MATH IN SAFETY ENGINEERING	380-386
EVA RAKOVSKÁ, ALŽBETA KANÁLIKOVÁ: LEARNING MANAGEMENT SYSTEMS AS A GATE TO NEW EXPERIENCE IN EDUCATION FOR DISABLED STUDENTS	387-405
OLENA SYROTKINA; OLEKSANDR AZIUKOVSKYI; OLEKSII ALEKSIEIEV; IRYNA UDOVYK: APPLICATION OF ARTIFICIAL INTELLIGENCE AND RELATIONAL CALCULUS TO ASSESS THE QUALITY OF EDUCATION FOR UNIVERSITY STUDENTS	406-426
ARASH ISSAE, OSWALD COMBER, RENATE MOTSCHING: LEARNING TO CODE IN CLASS BY PAIR PROGRAMMING OF GAMES	427-437
OKSANA ZAMORA, J. SCOTT CHRISTIANSON, TETIANA KHVOROST: TEACHING EMERGING TECHNOLOGIES AT THE INTERNATIONAL LEVEL VIA THE INTERACTIVE METHODS	438-451
ANASTASIA MISSEYANNI, MARIA-TERESA GASTARDO: STUDENTS' PERCEPTIONS OF ONLINE TOOLS IN THE TRANSITION TO BLENDED LEARNING	452-465
<i>Partners</i>	466-468

IMPROVING LEARNERS' PRAGMATIC COMPETENCE IN GERMAN AS A FOREIGN LANGUAGE: INTRODUCING UNIQUE FEATURES OF DISCOURSE IN SOCIAL NETWORKS	MICHAELA VOLTROVÁ Faculty of Education University of West Bohemia, Czech Republic
e-mail of corresponding author: mvoltrov@knj.zcu.cz / voltrova@voltr.eu	
Key words: social media, German, second language acquisition, pragmatics, Speech Act Theory	
<p>Abstract: Many applied linguistic studies have been carried out in the area of social media. Among other issues, they point out the advantages of using these online communication tools (e.g. Twitter, Facebook, Instagram) in foreign language teaching. The media support students' motivation; they allow communication outside of the class etc. However, they can also serve as a valuable source of authentic language use. Discourse observed in social media communication (Twitter, Facebook, Instagram) bears unique linguistic features different from those in other discourse communities. The study, building e.g. on a study of the language of advertising in social media, uses Speech Act Theory to analyse and describes these characteristics. It identifies specific lexical and syntactic features, and pragmatic language use typical to social media and online communication in German and compares these to print texts. Consequently, it argues for the use of social media in German as a foreign language classes where it can serve as a source of authentic and meaningful language use. It claims learners of German as a foreign language need to be introduced to online discourse and its features in order to become competent users of the language in the 21st century. It further argues that exposing students to the language of authentic online communication, rather than artificially created texts, enriches traditional ways of foreign language teaching and provides learners with valuable language learning experiences.</p>	

Introduction and background

In the last few years, social media have become a natural part of life for a large section of society and in the lives of young people they now occupy almost a central role. The high number of users of these communicative media is evident in the latest statistics on social network users. These figures from April 2019 record 2.3 billion active Facebook users, 1.9 billion for YouTube, 1.6 billion for WhatsApp, 1.3 for Facebook Messenger, 1.1 billion for WeChat and one billion for Instagram.¹ Altogether the statistics include 20 different social networks, of which the most commonly used are cited here; however, there is also a perceptible increase in the number of those using other social media outlets. A 2017 study, for example, which focuses on the use of social networks by young people in the USA, states quite clearly: "In 2014, 89.42% (weighted n, 1126/1298) of young adults reported regular use of at least one social media site. This increased to 97.5% (weighted n, 965/989) of young adults in 2016" (Villanti et al. 2017, 1).

In addition to such positive effects as connectivity, the possibility of rapid worldwide communication and so on, this trend also has negative consequences. For instance, some studies have shown a correlation between using social networks and psychological problems: "[...] technology-based social comparison and feedback-seeking were associated with depressive symptoms" (Nesi, Prinstein 2015, 1427). However, it is not merely a matter of specific diagnoses; social media also have an identifiable effect on social interaction generally. Although these media are referred to as "social", they do not always increase one's number of contacts or the quality of interpersonal communication: "Young adults with high SMU (social media use –

¹<https://www.statista.com/topics/1164/social-networks/> and <https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/>

author's note) seem to feel more socially isolated than their counterparts with lower SMU" (Primack et al. 2017).

Social networks are also a means for propagating negative and often dangerous topics such as self-harm – viz. Moreno (2016) who describes the use of ambiguous hashtags when addressing the issue of self-harm. Another example is the issue of hate speech on social networks (Chetty, Alathur 2018). There are in fact numerous papers dealing with such topics.

Negative phenomena associated with social media is a topic of interest also for the mainstream media, one example being an interview with neurologist Martin Jan Stránský², who states quite bluntly that “[u]se of social networks is directly linked to an increase in anxiety, depression and a decrease in personal satisfaction and health [...]”.

Yet for all the negative aspects associated with social media, including some not described here, it must be acknowledged that in this day and age these are the standard channels of communication (viz. aforementioned data). Given that the language of social media contains its own quite specific features, yet at the same time is a form of language used daily, it represents a thematic area which should be included in foreign language teaching. Therefore, the primary focus of this paper is specific features of the German language in selected social media, using Speech Act Theory as the basis for linguistic analysis. The author will suggest why, notwithstanding all the negative features of the language used in social media, it is still of benefit to include this aspect of language in German lessons and work with social networks in an appropriate way in foreign language teaching generally.

Methods and analyzed corpus

In order to provide the most accurate data possible when proposing the benefits of using social media in German language teaching, as well as to describe as many different levels of language as possible, the author offers not only the results of her own research (*primary research* based on corpus analysis) but also a summary of previously published papers (*secondary research*). The aim is to characterize specific features of social media language as a whole, then with particular reference to Facebook, Twitter and Instagram.

Since social networks, both collectively and individually, cannot be perceived as a communicative channel containing one single uniform language with identical symbols and features, a variety of examples are presented from selected accounts and different time periods. As a typical example, an analysis (*primary research*) is provided of communication via Twitter and the Facebook page of the German firm Kaufland, using texts which appeared during a 50-day period bridging 2018 and 2019 (specifically from 4th

² https://www.irozhlaz.cz/zivotni-styl/spolecnost/neurolog-stransky-mozek-rozhovor-facebook-twitter-socialni-site-dopamin-lajk_1904210700_och

December 2018 to 22nd January 2019). These posts were analyzed using Speech Act Theory (see below and Huang 2017, 199-216) and the results compared with texts of advertisements that had appeared in print. Altogether the corpus consists of 56 texts from Facebook and 43 from Twitter, containing a total of 274 speech acts (136 Facebook and 138 Twitter).

An example of Instagram posts is a discussion linked to four photographs representing the most-liked post to appear on 10th May 2019 under #tagtraeumer. This hashtag was selected as being typical of the kind of communication school pupils and teenage students might encounter when working with Instagram. Tagträumer is an Austrian pop group which is popular with this particular age group. In addition to posts by the group itself, the analysis also incorporated 68 subsequent reactions which appeared below the news item.

The analysis looks at the visual aspect of language as well as other factors (e.g. grammatical level, syntactic structure). The main focus, however, is on the use of speech acts, which reflect the pragmatic level of language. Speech Act Theory is one of the basic roots of pragmatic linguistics and, despite having undergone various modifications in its fifty-year tradition, the basic parameters have remained unchanged. As its starting point, this research takes the traditional definition of speech acts: “The speech act or acts performed in the utterance of a sentence are in general a function of the meaning of the sentence” (Searle 1969, 18). The identified speech acts are also described following Searle’s classification, which distinguishes between the following basic illocutionary speech acts: *assertives/representatives* (statements), *directives* (e.g. questions or requests), *commissives* (e.g. promises, offers), *expressives* (e.g. thanking, congratulating), *declarations* (e.g. christening, firing) (Huang 2017, 201).

For a simplified general description of the speech acts under analysis, Speech Act Theory is extended by macro-speech acts: “Such a speech act performed by a sequence of speech acts will be called a global speech-act or *macro-speech act*” (van Dijk 1992, 238). This follows Voltrová (2019), who examines the issue of macro-speech acts used for communication on social networks by the German company Kaufland.

Selected specific features of German on social networks

The following description of specific features of German on social networks should not be regarded as all-embracing: as mentioned previously, communication on social networks is highly heterogeneous; hence the results presented in this paper should also be viewed as partial.

The secondary research

For a description of the language used on Twitter, the conclusions of Moraldo (2012) are relevant in offering a detailed, multi-layered description from various perspectives of German as used on this communicative platform. Although recent years have certainly witnessed developments in this area (e.g. the increasing use of emojis), thanks to the specific nature of the brevity of its posts, the basic features of

linguistic expression on Twitter (especially in the area of syntax) have not changed significantly. Moreno notes simplified syntactic structures (particularly the omission of articles, subject, auxiliary verbs), lexical reduction and use of “Jugendsprache”, or “teenage language”. An example of lexical reduction is the use of English acronyms (*lol, omg ...*), which, however, can also be found on other online platforms or even in the spoken language of young people. Elements of “Jugendsprache” are likewise typical of other online platforms – see the use of Umgangssprache, namely colloquial language, and dialect or frequent use of participles, also described by Moraldo. The above-mentioned features likewise appear regularly in the current author’s corpus of Instagram texts.

The primary research

The results of research into Kaufland’s online advertising (Vltrová 2018 and 2019) shows the fundamental role played in this type of communication by visual elements and these are clearly identifiable also in online texts and texts on social networks whose purpose is other than advertising (see below). In this context it is interesting to note the considerably more common use of emojis on Facebook (on average 1.9 emojis per single post) to that on Twitter (0.2/1). By comparison the difference in frequency of pictures accompanying posts is negligible: 1.2/1 on Facebook and 1.1/1 on Twitter. On the basis of this data, the strong role of visual elements in the type of communication under analysis may be taken as given. This also applies in cases where these elements often have a quite distinctive character of their own and are not referred to directly in the text (this is true of 48% of the texts on Facebook and 91% of those on Twitter).

Comparing the structure of macro-speech acts in the Kaufland Facebook and Twitter corpus with that used in printed advertisements (Simon, Dejica-Cartis 2015 a, b), it is evident that – even if in both cases the field is advertising – the macro-speech acts identified in the printed advertisements were insufficient to cover all cases of the social network groups. For reasons of interactive communication on social networks, two new groups were identified, containing appellations and expression of emotions.

The analysis of Instagram language is based on posts attached to four photographs offered by Instagram on 10.5.2019 as the most-liked item under #tagtraeumer, linked to the Austrian pop group Tagträumer. The analysis incorporates a total of 68 responses from fans of the group which appeared under the photographs. The content consisted mostly of enthusiastic reactions to either forthcoming concerts or ones that had already taken place.

Instagram by its very nature is focused on visual material since its primary purpose is the sharing of photos. With this in mind, one might expect the posts attached to shared photos to be about those very photos. However, this particular sample contained not a single reference directly linking the photograph with the text (e.g. a more detailed description) and only on three occasions was the photograph mentioned in a more general sense.

The high occurrence of emojis (on average 1.6 per single contribution), and especially in some cases groups of them (up to six or seven in one contribution), combined with the purely peripheral use of emoticons or hashtags (a mere three emoticons and five hashtags in the entire sample) represents a certain unifying feature of the data, one that may be regarded as having a very similar form. This is also true of the subject matter of the texts and corresponding speech acts. The most frequent occurrences in the corpus are of assertives (47) and expressives (18). At the level of macro-speech acts, the most common features are information (25) and expressing emotions (20). This representation of individual groups within the sample is also quite specific in comparison with the language discussed in textbooks of German.

For the purposes of our argument, namely the use of social media in German language teaching, it is also important to note that, in addition to the pragmatic level discussed above, the Instagram sample included only 45 utterances containing a main verb. Thus, this sample also shows significantly reduced syntactical constructions of the type described above (Moraldo 2012), which might represent a fundamental barrier to comprehension for pupils and students of German. Of the analyzed texts, 36% contain what would be considered a mistake according to codified norms (either at orthographical or, for example, morphological level). A typical example in this respect would be the post *Wer gerne dabei gewesen*, where the correct form would be *Ich wäre gern dabei gewesen*. Since the word *wer* means *who* and, moreover, here again the subject is omitted, this could lead to an incorrect decoding of the message by students. The analyzed corpus also contains examples of repetition of letters, which Moraldo refers to simply as “Mehrfach-Iterierung”, or “multiple repetition” – e.g. *wirr* (instead of “wir”) or *soooooooooo cool*. Some high frequency constructions display features which students are taught are quite unacceptable in German – for example a missing subject, as in *War gestern in J. mit dabei* (cf. English *Was there in J. yesterday*).

In conclusion, it may be stated that both the author’s corpus and other studies cited here describe quite specific features of the German language on social networks and these are present at all linguistic levels (especially syntax, lexicology and pragmatics).

Why use social networks in teaching German as a foreign language?

Modern media generally, including the Internet or social networks, may serve in teaching (not only languages) as an excellent means of motivation. This, however, is not the only argument in favour of their inclusion in the educational process. As regards the teaching of foreign languages, it is in general highly appropriate to use authentic texts because it is precisely these that school students will encounter when working with a foreign language. Just as it is important for a variety of reasons to work with literary texts (for how and why, see e.g. Mehnert et al. 2016), it is also recommended students be familiarised with other forms of authentic communication (television, news, advertisements, social media).

Further positive effects of working with these new forms of communication in teaching have already been described in several studies. These include, for example, the surprisingly positive effect regular work with tweets has on pronunciation (Mompean, Fouz-González 2016); Ekahitanond (2018) describes the positive effects of using Facebook as a learning tool; Naghdipour (2017, 130) states: “[U]nder some conditions, Facebook could function as a learning environment to revamp students’ interest and facilitate their engagement in collaborative language learning activities.”

In addition to the arguments presented in published studies, there is one further point already hinted at above relating to field-specific features of the language used. Differences in syntax (viz. the example of condensed constructions above), morphology, lexicology or pragmatics can cause problems to learners of German, particularly in their perception of a text on a social platform. As mentioned previously, however, such language, for all its specific features, is a completely natural means of communication amongst young people: “Internet takes up a large part of the time in adolescents’ lives, especially as a means of communications, being WhatsApp and social networks the most commonly used apps” (Reolid-Martínez 2016, 6). Therefore, if we want pupils and students of both German and foreign languages generally to be motivated and work with material which, for them, is natural, it is necessary not only to explain the specific features of social media language but also work with them directly in that same environment. Furthermore, social networks offer easy contact with native speakers from a similar age group, which may form a basis for personal contact in the future. Working with real-life social networks is certainly more effective and beneficial than using adopted texts of a similar type to the sample texts in the Deutch.com 1 textbook.

Conclusion

This paper describes some selected specific features of the German language used on social networks. The primary focus is a characterization of language at the pragmatic level and a description of the language used on selected Facebook pages, Twitter and Instagram. As the studies cited show, it is certainly possible to speak here of quite specific differences between the “traditional” written form of a language and this modern linguistic hybrid. At the same time, this paper also shows it is not possible in the context of social media to speak of “one single uniform language”. The means of communication and linguistic strategies employed differ significantly according to network, site or user. Focusing on a description of speech acts and their categorization – using, for example, van Dijk’s macro-speech acts (van Dijk 1992), it is quite evident that the social network pages analysed here contain specific features not only in terms of syntax and lexis but also in the area of pragmatics. This applies particularly in the case of speech acts connected with interaction (viz. the Kaufland Facebook page) and the high number of expressions in the Instagram texts. Overall it is certainly important to emphasize the role of visual elements in communication, for

example in the texts on Instagram or Facebook; in the case of Twitter the amount is less (see results above).

In recent years, social networks have become one of the basic pillars of communication around the world (in April 2019 Facebook was the most widely used with 2.3 billion users, YouTube had 1.9 billion; other data and their source appears above). Given the need in language teaching to prepare school pupils and students for authentic communicative situations, working with social networks should form a completely natural part of teaching both German and other foreign languages. Appropriate work with social media, including a discussion of the risks and negative aspects of this means of communication) is an excellent means of motivating students because it represents an authentic form of contemporary language used in everyday communication. If pupils and students have not been introduced in a natural manner to the specifics of this way of communicating in the foreign language they are learning, their lack of competence in this area may result in their exclusion from common and authentic communication of the 21st century.

References

- Austin, J.L., 1975. *How to Do Things with Words*, Cambridge, Harvard University Press.
- Bayat, N., 2013. "A study on the use of speech acts", *Procedia – Social and Behavioral Sciences*, 70, pp. 212-221.
- Chetty, N., Alathur, S., 2018. "Hate speech review in the context of online social networks", *Aggression and Violent Behavior*, 40, pp. 108-118.
- Dayter, D., 2014. "Self-praise in microblogging", *Journal of Pragmatics*, 61, pp. 91-102.
- Ekahitanond, V., 2018. "The Impact of Feedback in Facebook on Students' Language Proficiency", *TEM Journal*, 7 (3), pp. 686-692.
- Huang, Y., 2017. *The Oxford Handbook of Pragmatics*, Oxford, Oxford University Press.
- Lantz-Anderson, A., 2016. "Embracing social media for educational linguistic activities", *Nordic Journal of Digital Literacy*, 11 (1), pp. 50-77.
- Liedtke, F., Tuchen, A., 2018. *Handbuch Pragmatik*, Stuttgart, J. B. Metzler Verlag.
- Matley, D., 2018. "This is NOT a #humblebrag, this is just a #brag': The pragmatics of self-praise, hashtags and politeness in Instagram posts", *Discourse, Context & Media*, 22, pp. 30–38.
- Meibauer, J., 2001. *Pragmatik: Eine Einführung*, Tübingen, Stauffenburg-Verlag.
- Mehnert, E., Voltrová, M., Průcha-Wittmann, J., 2016. "Literarische Text im DaF-Unterricht. Stundenkonzepte für Mittelschulen und Gymnasien", Pilsen: West Bohemia University.

Mompean, J.A., Fouz-Gonzales, J., 2016. "Twitter-based EFL Pronunciation Instruction", *Language Learning & Technology*, 20 (1), pp. 166-190.

Moraldo, S.M., 2012. "Das Leben in 140 Zeichen...heisst Twitter :-): Teil I: Kommunikative Aspekte der Microblogging-Plattform Twitter: (Fortsetzung folgt)", *Sprachspiegel: Zweimonatsschrift*, 68, 2012, Heft 3, pp. 77-85.

Moraldo, S.M., 2012. "Das Leben in 140 Zeichen...heisst Twitter :-): Teil II: Sprachliche Aspekte der Microblogging-Plattform Twitter", *Sprachspiegel: Zweimonatsschrift*, 68, 2012, Heft 4, pp. 98-109.

Moreno, M.A., 2016. "Secret Society 123: Understanding the Language of Self-Harm on Instagram", *J Adolesc Health*, 58, 1, pp. 78-84.

Naghdi-pour, B., 2017. "Close Your Book and Open Your Facebook: A Case for Extending Classroom Collaborative Activities Online", *The Journal of Asia TEFL*, 14 (1), pp. 130-143.

Nesi, J., Prinstein, M.J., 2015. "Using Social Media for Social Comparison and Feedback-Seeking: Gender and Popularity Moderate Associations with Depressive Symptoms", *Journal of Abnormal Child Psychology*, 43 (8), pp. 1427-1438.

Neuner, G. (Ed.), 2008. "Deutsch.com 1. Kursbuch, Ismaning, Hueber Verlag.

Oeldorf-Hirsch, A. et al., 2017. "Your post is embarrassing me: Face threats, identity, and the audience on Facebook", *Computer in Human Behavior*, Vol. 73, pp. 92-99.

Primack, B.A., 2017. "Social Media Use and Perceived Social Isolation Among Young Adults in the U.S.", *American Journal of Preventive Medicine*, 53 (1) pp. 1-8.

Reolid-Martínez, R. et al., 2016. "Frequency and characteristics of Internet use by Spanish teenagers. A cross-sectional study", *Arch Argent Pediatr*, 114 (1), pp. 6-13.

Qiu, L. et al., 2012. "You are what you tweet: Personality expression and perception on Twitter", *Journal of Research in Personality*, 46, pp. 710-718.

Searle, J.R., 1969. "Speech Acts. An Essay in the Philosophy of Language", Cambridge University Press, Cambridge.

Searle, J.R., 2019. "What's New in Chinese Room", lecture and discussion, 22.3.2019, ZČU, Plzeň.

Simon, S., Dejica-Cartis, D., 2015a. "Analysis and Classification of Directions in Written Advertisements", *Procedia – Social and Behavioral Sciences*, 192, pp. 240-243.

Simon, S., Dejica-Cartis, D., 2015b. "Speech Acts in Written Advertisements: Identification, Classification and Analyses", *Procedia – Social and Behavioral Sciences*, 192, pp. 234-239.

van Dijk, T.A., 1992. Text and context: Explorations in the semantics and pragmatics of discourse, London, Longman.

Villanti, A.C. et al., 2017. "Social Media Use and Access to Digital Technology in US Young Adults in 2016", Journal of Medical Internet Research, 19 (6), pp. 1-14.

Voltrová, M., 2018. "Konkrete pragmatische Strategien in wirtschaftlich orientierten online-Texten", in: Höppnerová, V., Březina, J. (Eds.), Fachsprache Wirtschaftsdeutsch – Linguistische und didaktische, Prague, Aspekte, pp. 41-53.

Voltrová, M., 2019. "Werbung in den sozialen Netzwerken aus der Perspektive der Sprechakttheorie", Praha. (in press)

www.irozhlaz.cz/zivotni-styl/spolecnost/neurolog-stransky-mozek-rozhovor-facebook-twitter-socialni-site-dopamin-lajk_1904210700_och, accessed 20th May 2019.

<https://www.statista.com/topics/1164/social-networks/>, accessed 20th July 2019.

www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/, accessed 20th May 2019.