Abstract
The following article is about the presence of English loanwords in the language used by young gamers. It is of research nature – it is based on the recognition, around the mother tongue, of primary and secondary school students. It emerges from survey research whose aim was to examine how the language of young Poles is influenced by information technology, especially computer games and films related to gaming. The most important aim of the research was to diagnose to what extent and in what form English vocabulary used in computer games penetrates everyday language of students. It was also important to establish the way in which Polish absorbs loaned vocabulary in natural communication and adjusts it to its rules (inflexion, syntax, word building). The questions prepared for the purpose of the survey examined linguistic intuition of students who had the possibility to choose the lexicon (English word and its Polish equivalent), as well as show the understanding of words typical of computer games which derive from English and are also changed in some way. The research tool also examined the student's lexical competence which was supposed to be directly related to the environment of new technology and computer games as well as examined the use of given lexicon in various syntactic constructs. The foundation for the described results and the topic discussed in this article were the thoughts regarding the role and the influence of new technological and socio-cultural reality and their influence on the changes in the language.
Keywords
game player’s language, school, language borrowings, communication

Introduction
Taking under consideration the existence of English loanwords in the language of contemporary young Poles, who are primary and secondary school students, is related to a rapid development of technology, especially IT which determines the function of the modern man in the world, defines his behavior, the way he perceives reality, and finally, the way he communicates with other people. The influence of IT is particularly visible here. For people its existence and development are totally natural elements which accompany them since birth. Digital natives, the representatives for the new type of man so-called homo zappiens (Gofron, 2013, p. 65) for whom Guttenberg's era is just history and the echo of former, long gone times, which to some extent are preserved in school environment, are the best example of the powerful impact the technology has on the widely understood development of students. Computer technology has the key meaning here as it reaches children and teenagers via desktop computers, laptops, notebooks, tablets, smartphones, iPhones and iPads as well as programmes and applications available for these devices. The most important here are computer games in their different varieties (on Xbox, PlayStation...) which define the area of entertainment for children and teenagers nowadays and which are becoming the element of everyday life and accompany them in different daily activities, as well as point out the way of communicating with others. In that last area, the influence of games leads to creation of a specific language of gamers and finds its reflection in the language that children and teenagers use every day to their peers and adults. Thus the need to examine this phenomenon – the quality of gamers' language, the extent of English loanwords, the question of understanding and giving them new meanings as well as their relation with grammatical paradigm functioning in Polish. The research results presented in the following text are related to the issues mentioned above.

The Modern Student
The thought regarding the impact of information technology and computer games on the language of today's students needs the definition and the image of the modern young man, especially a teenager who functions in a particular socio-cultural context, is shaped in relation to globalized world of digital technology, expresses specificity of modern times, saves in himself changes in the way of thinking and actions that differ from traditional forms present in societies before the coming of post-modern paradigm.

Admittedly, for the purpose of this research, the student is considered to be the person between 10 and 16 years of age. However, at a general level we can point out some common features which are characteristic of the whole age spectrum and which occur with different intensity and frequency. In order to form a complementary image
of the contemporary student who is being researched, we should try to characterize him using few basic aspects which describe him and the relations he engages into with different phenomena functioning in his closer and farther socio-cultural surrounding. Among the most important and especially worth discussing are:

- relationships with generations of adults (parents, teachers...);
- the question of individualism and socialization, relationships with peer community;
- the relationship towards the notion of nation and state;
- the relation between territorialism and globalism seen in actions and way of thinking;
- the attitude towards native and foreign languages;
- the attitude towards high culture and pop culture especially towards books and the reading process itself;
- the attitude towards information technology;
- the attitude towards knowledge and skills.

The first issue is related to the change of current cultural model which is described by Margaret Mead (Mead, 2000). According to Mead, postfigurative culture based on the domination of the older generation, thus built among others on parents' and teachers' authority, gives way to prefigurative cultural model where the old learn from the young through the access to technological tools. It might also give way to configurative culture where there is a process of sharing experiences and mutual learning from one another both younger and older generations. Therefore, the undisputed authority of people who would usually introduce the world to the younger and explain the mechanisms of its function is questioned. The result of such state of things is questioning by the youth the authority of such institutions as the school, church, state, etc. Denying the achievements and position of older people, who are adults at the same time, creates the need of individuality and emancipation of self for generations of teenagers, which most often shapes in some form of reference to peer group. Admittedly, as the research suggests, it is becoming more and more difficult to point out some stable, axiological elements in generations growing up. Those elements take forms of temporary fashions, continuously present but constantly changing community forms which can be treated as some kind of community substitute. They apply to particular, often small communities, undergo constant changes and modifications, pass away and at the same time they fulfill young people’s need of community. They usually take form of belonging to particular tribes, more or less closed internet forums, more or less formalized groups of people sharing the same interest or focused around means of communication established by new digital media. This issue will be discussed in later part of this text. The thought about the group and community must lead to reflection on the question of national community. As well as in many other issues, it is difficult to show uniformity here. One
can rather observe fluidity, polarization of positions, the existence of different world views supported by a rather media oriented perception of things. Even if this issue is not discussed in greater detail, it can be clearly stated that state and national matters understood in a traditional way are not an important point of reference. The country is considered to be the place of birth, family home, and at the same time territorial perspective gives way to global tendencies (Bauman, 2000, p. 10-25). Emotional relationship with a country is substituted by the perspective of being a world citizen and is strengthened by instant access to technological solutions and content which appears everywhere at the same time regardless of time and space. Weakening of ties with a country does not mean being rooted in other places and countries – they too are seen as temporary places which you do not make closer bond with. They are rather treated as objects of modern nomadic tourism. Ununiformity of modern youth groups is also explained by shaping the attitudes of others – based on discovering own history. Sometimes such attitudes become more radical – they take nationalistic forms which also revolve around postmodern identity model named “razor” (Melosik, 2010, p.295-312).

The question of mother tongue can also be considered a complement of relationship between territorialism and globalism. Its importance diminished due to English language which, like Latin in Middle Ages, functions as the language of universal communication, binds thinking about the world in the spirit of globalization, is the tool which makes the cultural message uniform, brings people together above nations and, at the same time, supports the process of americanization of the world under the banners of popular culture, which displaces both what is elite, national and typical of particular nation or culture (Melosik, 2013, p. 114). These tendencies lead to recognition of importance of English and, as a consequence, the emancipation of foreign languages supported by the understanding of adults who are also convinced that being multilingual in modern world may guarantee happy and successful career.

The tendencies shown above are also directly connected with the image of culture where growing up students function nowadays. Globalization processes typical of postmodern reality foster spreading cultural content with the highest degree of absorption, which suits the tastes of the largest number of recipients. By doing so, they support the mass culture which homogenizes tastes and is popular due to possibilities of its distribution via information technology. The dominant form of contact with it is a widely-understood image (Belting, 2007), especially the digital one which young people have connection with from the beginning of their lives and which becomes the most basic tool of cultural initiation. Due to that, the students are natural and interactive receivers of images in receptive processes (Książek-Szczepeanikowa, 1996; Sporek, 2010), and it is only natural that they approach mass culture whose basic means of
expression is iconic form. In further development, they are not only the receivers of audio-visual content but its creators who publish their designs in Internet and look for their receivers within peer groups. At the same time they are skeptical towards reading process, mainly traditional reading. More eagerly, despite obvious limitations, they choose books which can be discovered through a laptop screen or an e-book reader (Szymańska, 2014, p. 154-155). While searching for books attractive for them, they turn back from classics and choose works referring to their experiences or fantasy reality, which is often discovered by computer games played by them. They draw their attention to older works when the first contact with them was preceded by a film or a comic book (Urbańska-Galanciak, 2009, p. 165-182) – such forms of interaction with known works visibly eliminate various receptive barriers, which would possibly emerge while reading traditional book not preceded by the contact with e.g. screen adaptation. Although young people choose games, films or comics rather than books, they feel the need to create i.e. write. A somewhat natural space for them is Internet where they express themselves in the form of organized blogs (in different variations) and on internet forums or social networking websites which are places where they express their new online identity (Hopfinger, 2013, p. 5). At the same time, their utterances have syncretic character – they combine verbal and image communication (emoticons, memes, photos…) which express the identity of authors and also are the record of communication tendencies. The preference to use Internet or computer devices paints another picture of modern generation of teenagers. Young people in a natural way mastered the use of computers in their everyday reality and are easily able to use newer and newer forms of multimedia devices and compatible software. It is not desktop computers but laptops, tablets and smartphones that have become the basic centers of knowledge, culture and entertainment, as well as the most popular devices of individual or group communication. The development of computer industry in a great degree influenced the availability of access to computer games – their existence on mobile multimedia devices had a huge impact on the time devoted to them by young people. Thus, the way they influence world perception increased as well as the development of means of communication directly related to technological and environmental possibilities of particular computer games and their impact on the language of their users. The trust in technology is accompanied by underestimating the knowledge which in the past was the foundation of learning process and education, and now as is claimed by Anthony Giddens, is devoid of the sense of certainty and reliability (Giddens, 2008, p. 28). This results from the feeling of wide-spread availability of knowledge which is complex and diverse and can be accessed instantly and without limitations. The problem for the modern student, who is aware of the whole situation, is the feeling of too much information which need constant selection and verification in terms of their credibility and usefulness. Umberto Eco describes this state accurately by noticing that the excess of information means constant lack of it at the same time (Eco, 2002, p. 538).
Such an image of modern generation of children and the youth seems to cross the boundaries of particular nations, has the signs of universality which emerges from common globalization processes driven by the impact of new digital media and the development of communication via modern technology. Certainly, it applies to Western societies and it also applies to young Poles who are students at primary and secondary schools. In order to complement it, one can refer to the issues connected with education. More and more freedom of Polish children and teenagers in contact with English is conditioned by priorities of system education. What is important is the fact that the contemporary student in Polish school has a constant and obligatory contact with English. The classes start in kindergarten. They are intensified in primary and secondary school. Students have them in small groups, divided according to their level. That is why the contact with English through school complements the one in virtual reality and vice versa. What occurs is feedback: education facilitates the use of the language in Internet and in contact with modern technology, and the connection with English in cyberspace supports learning process at school. Such phenomenon clearly influences the shape of mother tongue – the way it forms, transforms, is built in relation to its English influences.

The contact with English at school overlaps the one resulting from everyday reality. Americanization of life, role models coming from overseas, the creations of culture coming from there strengthen the necessity to have basic skills in using English. This phenomenon is related to modern man’s different areas of life. English shows its strong presence in business, politics (meeting, agenda, briefing, and road map), culture (performance, casting) as well as in everyday life (tablet, lunch, dressing). English loanwords are an important, constantly changing element of sociolects which are created both around professional and youth groups joined by some kind of common interests e.g. skates, hipsters, hip-hop fans, rappers, gamers. The words deriving from English are also an important part of the vocabulary used by gamers. The direct cause of this phenomenon is the presence of English in games. However, as the research showed, gamers not only use English words but they also perform various operations on them adapting them for the purpose of their mother tongue.

**Loanwords**

The borrowing process is dynamic and is about penetrating, adapting and extending the new element until the feeling of lexical unit being foreign disappears (Kleparski, 2001). Loaned forms can be moved without changes (importation) or substituted with native forms (substitution) (Fisiak, 1961). General classification of loanwords is based on three criteria: the subject of loanword (proper, structural, semantic, artificial loanwords), the origin and degree of acquisition (quotes, loanwords partially acquired, complete loanwords). In the case of discussed research, the last criterion will be of the greatest importance as in the researched language material one can find lexemes which
can be considered proper loanwords from English. They differ according to the level of acquisition. This criterion informs of the extent to which the vocabulary settled down in a particular lexical system. Thus we can distinguish:

- quotations – words and expressions deriving from other language in an unchanged graphical and phonetical state.
- loanwords partially acquired – foreign words and expressions which have simplified pronunciation and spelling, are uninflected or have original pronunciation and undergo Polish inflection.
- full loanwords – words and expressions coming from foreign languages, felt as native due to Polish form and inflection.

**Research Methodology. The Description of Research Tool**

The research was carried on 189 students from schools in Cracow (primary school – 121 people – 70 boys and 51 girls, secondary school – 66 people – 28 boys and 38 girls). Its fundamental aim was to recognize loanwords used by young gamers of different ages and on different levels of education with a particular interest in English loanwords. Another essential issue was the extent of understanding the words deriving from English by gamers and relating this to their mother tongue by observing the way the borrowings function in Polish and the degree of their acquisition to spelling forms typical of the Polish language.

The research tool consisted of a survey form. It consisted of four questions. The first question pointed out English loanwords and their Polish versions. The students’ task was to choose the form which seemed more accurate, and the one they would use. Below is the list of words around which the students were asked to make a choice:

<table>
<thead>
<tr>
<th>original spelling/spelling close to original</th>
<th>Polish form</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheat</td>
<td>czit</td>
</tr>
<tr>
<td>noob</td>
<td>nob</td>
</tr>
<tr>
<td>combos</td>
<td>kombos</td>
</tr>
<tr>
<td>trailer</td>
<td>trejler</td>
</tr>
<tr>
<td>finisher</td>
<td>finiszer</td>
</tr>
<tr>
<td>campić</td>
<td>kampić</td>
</tr>
<tr>
<td>level</td>
<td>lewel</td>
</tr>
<tr>
<td>look</td>
<td>luk</td>
</tr>
<tr>
<td>mods</td>
<td>mody</td>
</tr>
</tbody>
</table>

The second task consisted of examples of lexemes which were loaned from English. Many of them have already been transformed and have become similar to constructs typical of Polish. The students’ task was to explain the meanings of the words given:
awatar (Polish version of English noun avatar), solucja (formal and meaningful equivalent of English lexeme solution), quest, teaser, noob, combos (noun deriving from English combo), finisher, farming, campic (verb deriving from English to camp), lagować (verb deriving from English to lag), tagować (English to tag), levelować (verb deriving from English noun level), grindować (verb deriving from English to grind, and even if one analyzes the meaning – to grind away at) and crafting (calque of English gerund).

The third task enabled the students to independent language search. They could put in different words which, according to them, are typical of the Polish language used by computer users or in computer games and which could be used in game environment as well as on Internet forums commenting films which show “a walkthrough” to particular games. Its aim was to extend the scope of observation by words not included in the study which function in the vocabulary of children and teenagers, especially those who play computer games.

The fourth task pointed out three words: farming, spojler (Polish spelling of English spoiler), lagowanie (noun from English to lag). According to the instruction, the students had to create three sentences, each with one of the words given. The aim of this task was to examine the extent to which the words given (two of them being transformations of English words) settled down in Polish – the way they are understood, how they adjust to Polish inflection paradigms and what are the mechanisms of creating new words from them (word building processes).

One of the important problems while designing the survey was the choice of vocabulary because one of the consequences of diverse computer games is its variety and abundance, as mentioned above. In the described case, the decisive criterion was the frequency of its use. The material gathered and used in the research came from observed Internet forums for gamers, comments shared under the films on YouTube which showed “walkthroughs” of games, records from gamers’ online sessions, as well as the press for users of such programmes (above all ‘Cd-action’ magazine). As a result, the list of lexemes was created which does not claim to be complete and is a trial which constitutes a characteristic survey and can be a starting point to narrow down the area of observation, modify research tools and survey the respondents, as well as to compare the results obtained in time etc.

The form also included questions about age and sex as well as the amount of time they spend weekly playing computer games and watching films connected with this form of entertainment (so-called gameplays). The time lapses were divided into three levels and were designed as follows: level I – between 0 and 10 hours a week; level II – between 10 and 20 hours a week; level III – above 20 hours a week. The research assumed that the time spent on playing computer games and watching gameplay films can have a vital impact on the quality of answers given by the respondents.
The Report on Research Results

Task 1.

Circle the form which you would use in e.g. a commentary below a film or during an online game etc.

<table>
<thead>
<tr>
<th>cheat/czit</th>
<th>trailer/trejler</th>
<th>level/lewel</th>
</tr>
</thead>
<tbody>
<tr>
<td>nob/noob</td>
<td>finisher/finiszer</td>
<td>look/luk</td>
</tr>
<tr>
<td>combos/kombos</td>
<td>campić/kampić</td>
<td>mody/mods</td>
</tr>
</tbody>
</table>

The aim was to examine to what extent the chosen words, which often appear in the language of gamers, settled down in Polish. One of the indicators of this rooting was making the spelling Polish.

Chart no. 1. The decision of choice making (primary and secondary school)

As shown on the chart below, the majority of respondents from both levels of education decided to make a choice among proposed two forms of spelling. The number of the undecided varied in each case by around 20%.
The preferences also seem to be obvious. As shown on the next chart (chart no. 2.) the majority preferred the English (the closest to original) spelling. Only in two cases more people decided to choose the Polish spelling: nob/noob and campić/kampić. In the first case the spelling was simplified as double o does not exist in Polish, whilst in the second case the choice was made due to the spelling which was consistent with pronunciation.

If we separate levels of education, it turns out that in case of primary school students (aged 10 -12) the choices were shaped in the following way:

Chart no. 3. The choice of spelling (primary school)
As shown on the chart above, the students from primary school definitely preferred English spelling (the closest to original). Only in two cases more people decided to use Polish spelling: mods/mody and campić/kampić. In the first case, a typical Polish way of showing plural form of masculine nouns was chosen, whilst in the second the spelling consistent with the pronunciation.

However, in the case of secondary school students (aged 13 – 16) the choice of answers is as follows:

*Chart no. 4. The choice of spelling (secondary school)*

The comparison of results clearly shows that secondary school students more often decided to complete the task. Their choices expressively pointed out that the preferred spelling is closer to English original. A clear difference can be seen in four cases. The students more often chose the Polish spelling of the noun noob (67%) while primary school students more often preferred the original spelling. A similar phenomena, although on a smaller scale, can be observed in the case of lexemes combos/kombos. The correlation of choices in the case of words mods/mody and campić/kampić shows the dominance of Polish spelling in case of students from the earlier level of education.
Task 2.

**Explain the meaning of the words:** awatar, solucja, quest, teaser, nob/noob, combos/kombos, finisher/finiszer, farming, campić/kampić, lagować, tagować, levelować/levelować, grindować, crafting/krafting.

The aim of this task was to check the understanding of given words which in majority derive from English (however, spelling was also taken into account). As the foundation for understanding the analysis of meanings of particular lexemes we assumed, on the one hand, Polish dictionaries (in an online version which notes down the use of words in games as well as updated often), and on the other hand definitions formed by the players which are gathered in online dictionaries, as well as (in case of being in doubt as to which word to use) definitions used on various Internet portals. Due to large number of English loanwords, English-spoken forums and websites proved to be helpful as well as dictionaries.

**Chart no. 5. Attempt to answer/No attempt to answer (primary school)**

![Chart showing attempt to answer/No attempt to answer for various words](image)
The analysis of results shows that students of secondary school more often decided to try to give the answer. In one case all the respondents behaved in such a way (awatar), which in relation to primary school students did not take place. At the same time, two of the following charts prove that the students from secondary school were significantly better at explaining the meanings of the words given. It may result from higher linguistic competence at English and better knowledge of Polish (which is essential when it comes to expressing one's thoughts) as well as better understanding of surrounding information technology and being more self-confident.
Chart no. 7. Correct and incorrect explanations (primary school)

Chart no. 8. Correct and incorrect answers (secondary school)

The analysis of collected answers shows that the vast majority of secondary school students understands well the meaning of lexemes *awatar* (an image used for social
networking profile, player's character in a game), *nob/noob* (a poor player), *tagować* (mark), *kombos/combos* (series of hits), *crafting* (creating, building). The interesting thing is that all the respondents explained the verbs *lagować* (to freeze) and *lewelować* (to gain next levels). These words were understood well also by respondents from primary school (except for *tagować*), although the number of correct answers was not as high. Only in the case of the noun *finisher* (a finishing hit), younger respondents showed better understanding of the meaning.

**Task 3.**

*Give examples of other words used by gamers.*

This time the respondents could themselves give the examples of other words typical of computer games environment. Most of them (especially younger students) decided not to give an answer which is shown by the chart below.

*Chart no. 9. Attempt to answer/No attempt to answer*

![Chart showing data](chart.png)

The chart shows data in relation to the number of people. If we present the data as percentage, we can notice that the proportions between given and not given answers on different levels of education are identical (25% of answers, 75% lack of answers). However, if we take into account the number of people who took part in the survey, it turns out that secondary students were more willing to complete this task. Their answers
were also of better quality. The answers of younger respondents did not record universal vocabulary typical of computer game users at all or showed individual preferences of players – based on the answers, it was easy to define which games particular people played. The study did not allow to establish convincing ranking lists of particular words due to low recurrence of answers. It showed the tendency to use abbreviations (often English acronyms of phrases and expressions e.g. OMG – Oh my God) and to create words which follow the rules of Polish grammar founded on English loanwords. Some examples are: dednęć – to die (English death), expić – gain experience (English experience; also abbreviation exp.), banować – to block (English ban.). The particles marked in the words above are typical of Polish impersonal forms of verbs. The tendency observed allows us to assume that Polish gamers do not have any objections to experimenting on language material – in this case to creating verbs from English noun forms and to adjusting them to the Polish inflection paradigm.

At the same time, the sex of the respondents had a major impact on the results. On both levels of education more answers were given by boys than by girls, which is shown on the chart no. 10.

<table>
<thead>
<tr>
<th>Chart no. 10. Attempt to answer/No attempt to answer (primary school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys primary school</td>
</tr>
<tr>
<td>attempt to answer</td>
</tr>
<tr>
<td>66%</td>
</tr>
<tr>
<td>88%</td>
</tr>
<tr>
<td>89%</td>
</tr>
<tr>
<td>63%</td>
</tr>
</tbody>
</table>

Task 4.

Create one sentence with the following words: farming, spojler, lagowanie (you can change the form of the words as you wish).

Intentionally, the task was to check if the words given are used in practice – the way they are changed according to Polish inflection, what word building actions they trigger when they appear around created sentences. Three of the words clearly differed. The word farming was used according to the correct English form. However, the word spojler was already a Polish version of English spoiler and it has been assumed that it
would be understood by students as unwanted information about the plot/content of a book, film or a game, which was generally proved by respondents' answers. The third word was lagowanie (English lag – to delay) – the original form has already been the subject of transformation which resulted from inflection used in Polish. In order not to limit the freedom of expression of the respondents, there was a note in the task informing that changing forms of the words given to adjust it to the situation is allowed.

Chart no. 11. Creating sentences with the words given (primary school)

The analysis of the surveys conducted at primary school proves that the task was difficult for students. A particular obstacle was the first of the proposed lexemes where as many as 79% of respondents did not propose any sentence. In other cases more attempts have been noted, vast majority of them being correct\(^1\).

\(^1\) In the case of correct and incorrect answers the point of reference is always the number of all the answer attempts.
In the case of respondents from a higher level of education, the higher interest in the task was noticed. The surveys provided more correct answers as well. In each case they were as high as 100%.

A more detailed analysis of students' propositions shows the following regularities:

**farming** – the lexeme *farming* appeared in verb forms. It is important that the respondents created two verbs from the same stem: *farmingować* and *farmić*. Both verbs were inflected according to Polish grammar (conjugation I – *farmingować* and conjugation II – *farmić*). The verbs mentioned also undergo the rules of derivation with Polish prefixes: *po-farmić*, *s-farmiguję*, *po-farm (mi)*, *wy-farmilem*. In the gathered material one could also find noun forms *farming/farminga* which are inflected in the same way as Polish masculine nouns.

**spoiler** – in the studied material one could notice the verb form *spojarować* inflected according to conjugation I. Most often there were imperative forms in the examples (*Nie spojaruj!*), as well as forms of past tense (*spojarował*). The lexeme also underwent word buliding transformations e.g. *za-spojarował, ze-spojarował*. In the noun form, it was inflected as nouns in masculine form.

**lagowanie** – based on the material gathered, it is impossible to define the type of conjugation. The examples collected prove the meaning of the lexeme only in relation to 3rd person *komputer laguje, gra laguje (mi)*. There also appeared reflexive forms e.g. *komputer/gra/sieć, internet laguje się*. It results from the context of its use where the problem of software freezing occures independently oof the user/player. The respondents also created verb forms with the prefixes: *za-lagował, z-lagował*. The noun forms proved the existence of the phenomenon in singular and plural form (*lag, lagi*) and its typical inflection of nouns in masculine form.
A more interesting phenomenon was the emergence of examples where the verb *lagować* stops referring to devices but describes a state in which a person is (*Co się tak zlagowales*) in order to describe a momentary loss of contact with reality.

The operations performed by the students on the lexemes given show that for the respondents taking part in the survey, they are rooted in Polish. Most often we deal with quotations – words which keep their original form as well as loanwords which are partially acquired. The students eagerly simplify the spelling, use Polish grammar rules but they retain the original spelling. The novelty is the pace of the observed changes. The vocabulary used by the students gains the features showing a particular rooting, in an instant way, without the support of any authority. The decision regarding the change or use of the lexeme as a stem to create new words depends only on the courage of a particular user.

**Conclusions**

The study conducted among primary and secondary school students allowed to draw a few fundamental conclusions:

1. The study proved that vast majority of children and teenagers very often use computer games and watched films in Internet which are connected with gaming environment. It is not always accompanied by being aware of the language present there, but it has a clear impact on communication practice of users of such materials.

2. Secondary school students performed significantly better in the study. They not only gave more answers (percentage) to the questions asked but those answers were also more accurate (percentage).

3. The research also proved higher level of linguistic competence of older respondents, both in the area of mother tongue and English. It might show that the competence in English has a direct influence on competences related to use and understanding the language of gamers.

4. An important feature of gamers' language are English loanwords which undergo various transformations (inflection, derivation, spelling simplification).

5. The use of vocabulary loaned from English enables gamers to be creative in the language area – to form new words based on loanwords as well as broadening the meanings of words already present in Polish.

The language of gamers is the language which “constantly is in the stage of creation and changes and these the changes occur faster than in general language. It is a kind of miniature where we can observe some changes and linguistic phenomena” (Gądek, 2009, p. 225). We can also assume that the development of computer games market, the rise in the average age of players will not remain without influence on general Polish, thus the necessity to observe the tendencies which are present in this sociolect.
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