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LINGUISTIC FEATURES OF THE INTERNET LANGUAGE

Summary. The modern Internet provides a diverse range of linguistic materials represented by various links based on hypertext technology. The new types of communication changed the linguistic approaches to the text analyses as written messages started dominating over the spoken language and text is often realized as a sound or video recording. As a result, network communication appeared and induced the discussion in the scientific world about the language of the Internet as a new type of discourse.

A range of studies argues about correct terminology for new Internet realities using various definitions for network communication and mixed forms of language produced on the Internet. Internet text is regarded as actively developing hypertext discourse and such terms as polycode, multimodal, polymodal are widely used for digital texts.

In this paper applications of different types of computer-mediated communication for communication are analyzed and three special groups have been selected as the main source of Internet language (texts created by the users, Internet mass media, and educational web resources). It is emphasized that the content of Internet communication is determined by the socio-demographic characteristics of the users. The digital texts developed from electronic versions of printed texts to a combination of oral direct interaction and written forms of various types depending on a communicative task. The paper suggests the requirements for the linguistic analysis of various web resources depending on their framework and communicative goals. The basic text elements of web pages are defined and their types are highlighted based on functions, properties, content group, topology, etc. The Internet language is fast developing a huge system of hypertexts and a rich source for further linguistic research.

Key words: digital discourse, genre, hyperlinks, hypertext, Internet communication, Internet discourse, Internet linguistics.

Statement of the problem. The modern Internet consists of a huge range of texts connected by various kinds of links – hypertexts, topics, keywords, network location, etc. The main features of web determining the Internet text functioning are interactivity, communicability, individual approach, consumer-oriented discourse, (which permits to take into account the needs and interests of various groups of people by the search engines), various kinds of menus, information hierarchy, availability dependency on the requests, measurability of the number of text accesses, interconnectivity based on hypertext technology, (which allows one text to be linked to others), etc. [1] All the texts on the Internet are connected by hyperlinks and are organized in a huge interrelated text.

The fundamental changes in communication shifted radically the existing linguistic concepts: the spoken word dominance over the handwritten and printed text is replaced by sound and visualiza-

tion. Along with oral and written communication, a new form of it appeared – network communication [2].

It is argued that the language has also undergone major changes: there are discussions about the modern language of Internet communication, the language of the Internet, the Internet language, the language of social networks, the language of the blog, and modern network jargon. Internet communication became the main form of interaction between people and has developed a new type of language – the Internet language [3; 4; 5].

Analysis of recent research and publications. Different publications analyzing new digital forms of communication in the framework of Internet communication started multiplying since the beginning of the 20th century. The main perspectives in linguistic studies are determined by the expansion of new forms of language used on the Internet.

Specific terminology for new Internet realities has not yet been developed, and therefore various terms are applied: network communication, virtual communication, Internet communication, electronically mediated communication, digital communications, digital communicative environment, communicative hypertext, network discourse, discursive space, etc. [6; 7; 8; 9; 10].

New types of communication (oral-written, spoken-written) within the framework of Internet communication are regarded as new mixed forms of speech. Moreover, experts note that digital communication is a special and separate language. In the scientific literature, Internet texts are also defined as a discourse in the hypertext [11]. D. Barton, devoted several works to the description of new types of digital texts [12]. Various authors widely use the terms polycode, multimedia, multimodal, polymodal, texts, etc.

Researchers identify several main trends reflecting the transformation of traditional into new text formats. In the scientific literature, there are several features of digital texts that distinguish them fundamentally from paper formats: hypertext, interactivity, and multimodality [13; 14; 15–16; 17].

Purpose of the article. The purpose of this article is to consider modern approaches to Internet language studies, to describe the characteristics of digital texts and their functions through the prism of linguistics discourse.

Presentation of the main research material. The study of the Internet language should be based on several such complex conditions of the Internet as a complex multifunctional hierarchical information system; sociolinguistic characteristics of the main groups of users and their communication needs, language preferences; take into account the significant impact of cultures and traditions of language communication; trends and changes in the modern language; the processes of the new speech genres and forms of communication development.

The linguistic features of the web resources are determined by several factors: the type of computer-mediated communication (blogs, chats, media), the user needs (communication, entertainment, information, training), the sociolinguistic characteristics of users as text creators. Three groups of Internet texts have been selected for the analysis in this paper. The first group includes texts created by the users (blogs, chats, forums), the second is the Internet mass media, and the third is the educational web resources. This division is rather arbitrary since both educational and information resources of the Internet may include forums, blogs, books, etc. Various changes of the text on the Internet give it new features, qualities, thereby placing the text in various classification groups. Access to the text is dependent on hypertext links and their possibility to be found in search engines.

Special attention should be paid to the users' characteristics in certain resources, as the Internet texts creators and the Internet communication participants. This is important for the definition and description of the Internet user's language. The content and forms of communication on the Internet are determined by the users. The socio-demographic characteristics of Internet users differ from the general population as the Internet audience largely consists of educated and socially active people.

Depending on the content, all Internet resources can be divided into several groups. The first group includes reference and informational texts related to purchases, sales, and advertising; the second are electronic versions of paper newspapers and magazines or electronic newspapers and magazines; the third comprises educational resources, abstracts, educational portals, online versions of textbooks; the fourth has texts created in real-time as free discussion on forums, teleconferences, chats, blogs. Different approaches to the typology of Internet resources are presented in the scientific literature. The Internet discourse differs depending on the target audience: schoolchildren, students, representatives of a particular profession, groups by interests; by the type of organization (government, commercial, educational, international, etc.); by purpose and functionality (search engines, catalogs, educational portals, electronic libraries, online stores); by topics (informational, entertainment, communication) [18].

There are two types of texts on the Internet: electronic versions of printed texts: texts functioning in a certain electronic environment and acquiring special forms and performing specific functions. The latter can also be divided into two groups. The first is the texts created in real-time as a written type of oral speech. The most obvious examples are chats, blogs, forums, e-mail, and social network communication. The purpose of these texts is to ensure communication between users and they combine oral direct communication and written forms [19; 20]. For complying with the rules of Internet communication, special regulations and recommendations for such text writing are created. The second group is the texts for various types of web pages. They are quite sustainable and their linguistic features mainly depend on the communicative tasks set by the web page writers (to report or advertise something, entertain the audience).

Each type of Internet resource has special means of interaction. For example, electronic media could be classified as exact copies of paper editions or independent computer publications using databases, hypertext, etc. The Internet newspapers have developed such new rubrics as a public opinion poll, forum, guest book, special column for newspaper authors, blog, etc. for active communication with readers. The most important feature of electronic media, which

distinguishes them from print media, is interactivity (guest books, forums, questionnaires). This provides a reliable link between the reader and the publication. Three aspects are distinguished in network interactivity: the ability provided by an electronic publication for a reader to request information; the convenience of navigation through text, hyperlinks, headings, visuals; communication with readers through blogs and forums. Electronic media promote two-way communication, involving readers in the discussion of a particular problem. We mean the adaptability of this communication to two-way communication, social technologies of communication that help to achieve certain social goals [21]. Interactivity is a fundamental feature of all Internet resources and services. Texts posted on the Internet, especially media texts, involve active user interaction. B. Danet and P. Herring, based on the analysis of the language of the Internet media, note that communication on the Internet provides the most explicit type of language behavior, motivates speakers to manifest their thoughts and freedom of speech [22, p. 375].

The analysis of educational resources includes the material structuring and description, as well as the establishment of the main users of these resources. Educational electronic publications could be divided into reference, educational and cultural resources. The reference provides general informational support for the learning process. Educational electronic publications and resources provide the educational process and systematization of the material within an academic discipline. The resources of a cultural nature are aimed at the development and expansion of the cultural environment (virtual excursions, city trips, etc.). In education, the most widely used technologies are electronic textbooks, interactive learning resources (simulators), virtual environments (virtual laboratories, virtual design environments, etc.), computer demonstrations, universal learning environments, electronic databases, reference and data sources (online translators, dictionaries, summaries), electronic libraries, electronic periodicals, databases and archives, electronic collections (sound, photo, video files).

The properties of the Internet discourse organization can be studied in blogs, chats, forums where these specific forms of communication are visible, due to both computer use and the features of the Internet users' language behavior. In the process of the Internet communication analysis, the researchers have identified such features of computer communication as

- the electronic channel of communication;
- virtual environment (communication with undefined or unknown interlocutors);
- distance (separation in space and time, asynchrony);
- indirectness (communication is carried out via a technical means);
- publicity (anyone can participate in the communication);
- use of hypertext;
- equality of participants;
- transmission of emotions, facial expressions, and feelings through graphic images, or emoticons;
- specific computer etiquette, (use of jargon, abbreviations, denizen) [23].

The analysis of the linguistic literature has demonstrated that the scientists paid little attention to the consideration of the genre characteristics of various types of web resources. It is necessary to set the requirements for the linguistic rules of web resources organization. The analysis of a web resource is determined by its specific framework, goals, target audience, content, traffic, design,

etc. The framework comprises the content of a web resource, or information conception of the site – texts, pictures, photographs, music, animation, site structure, etc. Traffic is measured in visitors and visits. The popularity of a particular site is determined by traffic or the number of visits. The design is the entire system of site appearance and composition.

For effective analysis of any resource and the texts from this resource, the linguistic criteria needed for a particular site or web page evaluation should be formulated for any special type of text. Until now, web resources creators usually rely on the following criteria:

- author's rights, which determine the information reliability (sites of government organizations, educational institutions, libraries, scientific centers, etc.);
- the frequency of information updates;
- interaction possibilities;
- easiness of search for information and site navigation;
- the number and types of hypertext links compared to other resources;
- website design (attractiveness, readability, easy access to information);
- the site frequency.

A web page as a complex type of text uses special language tools. Firstly, users usually go to the home page, where they learn about the structure, navigation, sitemap, hyperlinks, and the content of the site. The texts with different communicative functions coexist and interact within the same web resource and the following basic text elements of web pages could be defined:

- index texts, consisting only of hyperlinks; communication texts with linear main text providing a link between this text and other texts within this or other sites;
- the informative texts, which contain the basic information of the website and links to texts related to the main content;
- texts that provide user interaction with the text authors (polls, discussion, opinion exchanges).

Special studies are still needed in this aspect, as many speech genres are actively developing on the Internet, while the others are losing their popularity.

Preliminary studies show that depending on their functions and properties the different sites can be divided into the business promo, promotion or advertising sites, e-shops, data sites, corporate sites, enterprise management systems, etc. A business promo is a short, laconic site containing general information about the company and the type of services provided. The purpose of such a site is a presentation. A promotion site is a direct advertisement for a particular product or event. An electronic shop is a site for goods and services sold via the Internet, which contains a product catalog, price lists, ordering system, etc. The data site contains information on a certain subject. Sites of this type usually contain different articles by various authors, as well as services such as polls, voting, mailing. Some sites are corporate representatives of the company's activities, which may include an e-shop, an ordering system, communication services, electronic document exchange, and online negotiations. From the topological point of view, web pages can also be divided into personal, institutional, news, advertising, entertainment, etc. [24; 25].

Each of the three considered content groups (electronic media, educational sites, computer communication) has its special means of interaction with the users. For media texts, an important point is a regular and quick update, the organization of interaction with

the reader (polls, letters from readers), and the active use of hyperlinks. For educational resources, content reliability and validity are important, as well as the inclusion of traditional genres of scientific and educational literature, the use of informative search systems, and databases accumulating and storing the information.

Conclusions. Nowadays, linguistics study of the new concept of computer-mediated language interaction gets more complex developing new genres and gaining deeper layers of intertextuality. The problem of discourse and social interaction expands with the application of multimedia, chatbots, robots in communication. The solution often requires methods and ideas going beyond linguistic discourse analysis. The areas of further research will consider such sides of Internet language as semiotics, ethnography, human-computer, and human-robot interaction.

However, language remains central for digital discourse understanding. Internet communication creates new types of discourse, which requires a thorough methodological analysis of diversified data. A promising direction in the study of Internet language is the entire diversity of computer-mediated communication.

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Гавриленко К. Лінгвістичні особливості мови Інтернету

Анотація. Сучасний Інтернет пропонує безліч лінгвістичних матеріалів, представлених різноманітними посиланнями на основі гіпертекстової технології. Нові види комунікації змінили лінгвістичні підходи до аналізу тексту, оскільки письмові повідомлення стали домінувати над розмовною мовою, а текст часто реалізується як звук або відеозапис. У результаті з'явилася мережева комунікація, спричинивши дискусію в науковому світі щодо мови Інтернету як нового типу дискурсу.

Низка досліджень пропонує різні варіанти термінології для нових Інтернет-реалій, подаючи різні визначення мережевого спілкування та нових типів мовленнєвих висловлень,

створених в Інтернеті. Інтернет-текст розглядається як гіпертекстовий дискурс, що активно розвивається, і для позначення особливостей цифрових текстів широко використовуються такі терміни, як полікод, мультимодальний, полімодальний.

У статті проаналізовано використання різних типів комп'ютерно-опосередкованої комунікації та виділено три окремі групи як джерело для дослідження мови Інтернету (тексти, створені користувачами, сторінки Інтернет-ЗМІ й освітні веб-ресурси). Наголошується, що зміст Інтернет-комунікації залежить також від соціально-демографічних характеристик користувачів. Цифрові тексти розпочалися від переведення друкованих текстів в електронні версії до поєднання усних і письмових текстів різних типів залежно від комунікативної мети в єдиний гіпертекст. Запропоновано критерії проведення лінгвістичного аналізу різноманітних веб-ресурсів залежно від їх формату й комунікативних цілей. Визначено основні текстові елементи веб-сторінок і їх типи відповідно до їх функцій, властивостей, цільової групи, топології тощо. Наголошується на тому, що зі швидким розвитком мови Інтернету розширюється система гіпертекстів, яка є багатим джерелом подальших лінгвістичних досліджень.

Ключові слова: цифровий дискурс, гіперпосилання, гіпертекст, жанр, Інтернет-комунікація, Інтернет-дискурс, Інтернет-лінгвістика.