

New Media Communication

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Abstract

The article deals with the language of the internet as a new means of communication. It states that it is one of the important investigation source for modern linguistics. It has already been proved that the internet has its own language. The internet language has some differences and similarities with written and spoken languages. The difference is not observed in the traditional situations in writing. The main features of the speech can be observed in e-mails, iChats, texting messages, etc. The article underlines the importance of obtaining simultaneous feedback from the interlocutors in the internet language. The differences between speech and writing have been touched upon in the article as well.

Keywords: language, internet, written, spoken, message, texting, instant, communication

INTRODUCTION

The internet has already been distinguished to have its own language. The language of internet has some differences and similarities with speech and writing. It is necessary to state that no difference is observed in traditional situations in writing. For instance, the law language, the language of journalism, etc. In e-mails, in chats, in txtng, etc. the main characteristics may be observed. In such writings, the time is considered to have no importance, and quick reply is needed. It is noteworthy to state that in such styles of conversation the reply is transparent. Quick deletion of these messages and, in some cases, being neglected requires to take a quick amount of time. Instant texting is practically carried out dynamically if there is no any visual image. It leads the conversation to be realized.

ANALYSIS

In everyday texting messages a texter has little choice to shorten words. For instant, the word "hair". How can it be shortened? Like *har?*, *hir?*, *her?*, *hr?*, etc. Such kinds of words are considered to be difficult to decode. D.Crystal writes: "If the meaning of the sentence lacks predictability, then these abbreviations would be extremely difficult to decode" [Crystal 2011, p.17]. It is obviously clear that he is right. Such as "It is possible to shorten the word "train" into "trn". In this case the sender is aware of the context.

The use of the punctuation, namely the use of apostrophe is considered to be interesting in text messages. D.Crystal writes that the punctuation involves more than just a matter of maintaining intelligibility [Crystal 2011, p.18]. The contracted forms of the auxiliary

verbs with pronouns such as *we are = we're, it is = it's, they are = they're* and others. If the apostrophe is omitted, then it can lead to misunderstanding. For instance, “*we're*” may be understood “*were*” without apostrophe. Reading text messages it becomes clear that there may not be any ambiguity with *Im, shes, theyre*, etc. Depending on the context *we'd* may be written as *wed*, or *can't* or *cant*, *we'll* or *well* and so on. Contexts may inform the reader whether *cats* or *cat's*, or *cats'* are meant.

It is known that everyday text messages are less strong than the poetic verses. The following kinds of messages may illustrate the range of styles that are used by people:

English	Azerbaijani
U 2. Glad journey OK.	Sənə də yaxşı səyahət arzulayıram
-what R U sayin?	Nə deyirsən?
-c u in 5 min x	Beş dəqiqədən sonra görüşərik
-what time does th trn gt in?	Qatar nə zaman gəlir?
-Let me know if u want me 2 pick u up	Əgər məni götürmək istəsən mənə xəbər ver
-U miss me? ;-)	Öpürəm. Darıxmısan mənim üçün, elə deyilmi?
-i'll b there by 7	Saat 7-də orada olacam.
-we've just had a drink with Jon!!!!	-Biz Conla indicə içki içdik!!!!

Internet correspondence reflects linguistic goodness and complexity as well. The “linguistic goodness” means to use the texts which carry the same meaning with the written constructions and to define graphic opportunities. For instance, the online state advertisements, the newspaper printings, or art archives and others have general features with their offline equivalents. It is noteworthy to stress that they demonstrate different functions and limits with screen and page labels.

While wrting longer texting messages, then the amount of standard spellings are observed to be increasing. These kinds of messages carry more information than the others. In these situations many text writers only change the grammatical words such as *you, be, can* and others. Let us give an example citing by D.Crystal [Crystal 2011, p.20]:

if u cn send me the disc by post i'll get it copied. make sure u get a receipt 4 it so tht we cn claim the cost of the postage back.

The translation of the message in the Azerbaijan language:

Sən diski mənə poçtla göndərə bilərsən. Mən onun nüsxəsini çıxartdıracam. Əmin ol ki, sən ondan dörd nüsxə almısan o görə ki, biz poçt xərclərini geri ödəyəcəyik.

Older and more conservative language users are observed to use even more standardized styles. As for some people it is not easy to depart from traditional orthography. The texts they use are observed to be in informal language though they are nonetheless spelled, capitalized, and punctuated conventionally. The following passage may illustrate it:

I'll pick up your mum on the way to your place, if that's OK? We ought to be at the theatre by 6 latest.

The translation of the passage in Azerbaijani:

Evnizə gedən yolda ananı götürəcəyəm. Razısanmı? Biz ən gec saat altıya kimi gərək teatrda olaq.

Observations show that conventional spelling and punctuation is considered to carry the norm in that case when organizations send out changed messages. The following text has been written by a student, and it is considered to be a university text:

Weather Alert! No classes today due to snow storm.

The translation of the message in Azerbaijani:

Hava Dəyişir! Qar tufanına görə bu gün dərs olmayacaq!

The impression one gets from such kinds of texts is how they diverse stylistically. It is considered to be a matter of age and familiarity. For instance, while writing emails young people usually break rules of spelling, capitalization, and punctuation. This style is getting to be fashionable. D. Crystal writes: "As such emails spread throughout the population, its style evolved to reflect the linguistic habits of the users, many of whom were comfortable only in Standard English" [Crystal 2011, p.21]. D. Crystal gives his own examples as he writes that among his recent email there is one which begins 'Yo, DC' and other one which begins 'Revered Professor', etc.

DISCUSSION

Waseleski C. writes that age must not be considered to be the only factor. He claims that gender differences are apparent in all sorts of ways [Waseleski 2006, pp.1012-1024]. According to Waseleski C. women use more exclamation marks than me [Waseleski 2006, pp.1012-1024]. D. Crystal writes that regional and ethnic dialect differences emerge, especially in spellings that reflect local pronunciations, such as *wiv* 'with' or *wassup* 'what's up' [Crystal 2011, p.49].

It is necessary to mention that fashion plays an important role among young text writers. It is observed that some old people are also interested to use fashionable text spelling such as the usage of emotions are observed to be seen in their messages for instance :).

F.Palmer writes that the written language is changing more slowly than the spoken language. That is why the written language is considered to be archaic [Palmer 1971, p. 26]. The written language is meant to be far away from homogeneous. The written language is a language of education, so even it is used in the same form inside the country it is introduced differently than the spoken language, and is observed in different dialects. This role should not be considered to be relevant. According to F.Palmer the written language is more comfortable for communication. For example, there are some vowels which cannot be used at the end of words. There are six vowel symbols: *a*, *e*, *i*, *o*, and *u*. F.Palmer gives the following examples: [Palmer 1971, p. 29]

Pit (çuxur)	Rick (sərpmək)
Pet (ərköyün)	Wreck (qəza)
Pat (kündə)	Rack (axur), wrack (qıgılcım)
Pot (qazan)	Rock (qaya)
putt	Ruck
Put (qoymaq)	Rook (qaraqarğa)

In English the lack of intonation is seen in the written form. For example, /She is very pretty// in this sentence there are two variants. Depending on the position of the stress, the sentence may demonstrate either its real form as /She is very pretty// or /She is very pretty, but ...// in the second type the sentence may express the bad character of a speaker. It means that the prettiness of anyone may have some unpleasant feature, etc. this kind may not be observed through the spoken language. It is possible to form a new meaning and a different kind of sentence changing the word order. The expression of the intonation in the written language can be expressed through punctuation marks. For example:

English	Azerbaijani
<i>She speaks English, fluently.</i> (comma)	O, ingilis dilində səlis danışır. (vergül)
<i>She speaks English fluently.</i> (without comma)	O, ingilis dilində səlis danışır. (vergülsüz)
<i>My sister, who is in the city ...</i> (the attributive clause is separated by a comma)	Mənim şəhərdə yaşayan bacım... (vergüllə ayrılan təyin budaq cümləsi)
<i>My sister who is in the city</i> (the attributive clause is not separated by a comma)	Mənim şəhərdə yaşayan bacım... (vergüllə ayrılmayan təyin budaq cümləsi)
<i>Do you like tea, or coffee?</i> (comma)	Sən çayı, yaxud kofeni xoşlayırsan? (vergül)
<i>Do you like tea or coffee?</i>	Sən çayı, yaxud kofeni xoşlayırsan? (vergülsüz)

These sentences may be presented as an expression of the intonation of grammatical distinctions in the sentences [Palmer 1971, p. 30].

There may be observed many differences in the written and spoken languages. Some of these differences may be distinguished easily, some others may be observed by the symbols of media voices. Some grammatical differences may be explained like this. Palmer writes that it is important not to use such sentences /I only saw John// The sentence may carry two meanings. The first one is /All I did was to see John// and the second one is /John was the only one I saw// We can explain the first sentence like this: /All I wanted to do was to see John// The other one /All I saw was John// None of these sentences may be considered relevant for spoken language. Depending on the tone of the intonation /only saw//, or /only ... John// the meanings of the sentences differ.

By examining the morphological differentiation, the difference between the writing language and the spoken language is not overlooked. For instance, there are three ways for differentiating the singular form from the plural form. They are the following:

- 1.-s is added to the end of the singular word: cat - cats
2. "zero" ending in the plural form: sheep – sheep
3. the vowel changing in the plural form: mouse – mice, etc.

All of these three forms are observed in the spoken language. There exist some forms which are seen in both of the forms of the language. For instance, in the written language *postman/postmen, mouse/mice* (3) refer to the third type of example though *sheep (sheep)* (2) refer to the second type. The speech form is identical in both cases. For example, reading /The sheep is in the yard// does not give us any instruction whether one sheep is meant or not. The same form may be seen in the plural form of the word "house". In the written form the word /houses/ is observed as regular form. But in the spoken form it is

understood as an irregular form as the plural form /s/ is pronounced as /z/ phonetically [hausez] [Palmer 1971, p. 31].

F.Palmer claims that in French the differences in the spoken and written forms may be considered [Palmer 1971, p. 32]. According to F.Palmer the feminine forms of the adjectives can be given as examples. In the written language *-e* is added to form the feminine gender. In the spoken form the difference is observed of a consonant in the feminine that is absent in the masculine. The following example may illustrate it:

vert	verte	vɛr	vɛrt	green	yaşıl
grand	grande	grɑ̃	grɑ̃d	big	böyük
gris	grise	gri	griz	grey	boz
long	longue	lɔ̃	lɔ̃g	long	uzun

As it is seen in the example a consonant is added to the masculine to form the feminine gender. It is necessary to stress that the consonant that is added differs from word to word. The masculine gender is formed from the feminine by deleting the final consonant. There exists parallelism in these examples. *-E* is added to the feminine in the written form and the final consonant is deleted in the masculine gender in the spoken form [Palmer 1971, p. 33]. There is a distinction that the spoken form does not have:

fier	fière	fjɛr	fjɛr	proud
grec	grecque	grɛk	grɛk	Greek

Sometimes the spoken form have different consonants:

neuf	neuve	nœv	nœv	new
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Veysalli writes about the written language: "In the written form the sentences are long and wide. The compound and complex sentences are used. Depending on the context the specific lexicon is chosen. In the written form the writer is the recipient". F.Y.Veyselli writes about the spoken form too: "In the spoken form sentences are shorter, sometimes elliptic. The speaker determines his / her identity, age, occupation, speech choice is limited, intervals are mainly carried out by the tone of the intonation. The mimic and gesture of the speaker is clear, and all this helps the listener to understand everything clearly" [Veysalli 2010, p.16]. In addition to sound parameters, extralinguistic and other semiotic factors play an important role in the live interview. F.Y.Veysalli gives two examples [Veysalli 2010, p.17]:

Danışığda	Yazıda
/Elə hey danışırın. Sə: söz də:rəm, sən sa:lsan zarafata. Bi:lsən, nə var? Bunların heç biri maraqlandırmır. Mə: öz işlə:m maraqlandırır//	/İki gündən bəzi arası kəsilmədən yağan leysan yağışlar nəhayət bu gün günortadan sonra birdən dayandı. Buludlar yox oldu, toz-torpaq yatdı//

Comparing two forms we come to the conclusion that in the first column the requirements of contemporary negotiation norm of Azerbaijani language are observed. The reductions are observed in words, but with the lengthening of the vowels if the next syllable falls, and there is no difficulty in its recognition. In this case the word order is not

observed, and there may be some limitations in the pronunciation of vowels and consonants.

It is a known fact that a sentence has the ability of giving information due to its meaning and internal elements. The sentence may carry a long meaning, but a sentence cannot be longer than the sentence. It means that a sentence may consist of a word, or some words, but it is only a sentence. J.Lyons writes: "A sentence may be considered a product of written speech-behaviour". While examining the meaning of a sentence, the main point is to clarify the type of object or referent it belongs to. J.Lyons makes a difference in this point: text-sentences and system-sentences. J.Lyons explains the system-sentences like this [Lyons 1995, p.32]: "System-sentences are not used as a product of written speech-behaviour. Surely, the introduction of system-sentences may be revealed from the image of metalinguistic structure and in the functions of a language. The introduction of these sentences come from the references of a grammatical description of specific language groups".

Unlike J.Lyons, G.Brown and G.Yule write that it is convenient to use system-sentences in the grammatical image of a language [G.Brown and G.Yule 1983, p. 2]. According to these scientists there are two approaches about the usage of these two terms. These two terms are used in the description of sentences. The main aim is to draw attention to the pick point of special elements which consist sentences. In this case the sentence which introduces the main information must be complete and concise. The user of a sentence may use information carrying not only of mental processes but also physical and social contexts. G.Gazdar writes: "I suppose that the grammatical unit which is created by the sentences creates a legitimate information group of the linguistic research, and here are the sentences that express relationships and express intuitive rules" [Gazdar 1979, p.10].

CONCLUSION

The information which is used in the speech act may be used in the written texts as well. N.Chomsky writes that hesitations, and other non-standard forms may be used in the written texts. N. Chomsky writes that this description of the sentence should not be described as the grammatical form of the language.

Two approaches used in the sentence to the information reflected in the sentence are indispensable. The user of speech uses wider sentence parts in his/her speech. For example, he/she does not think that his/her knowledge has been sorted out because of the grammatical connotation of the sentence. The sentence user does not go beyond the conversation he/she has encountered in everyday life. The sentences used in his/her speech are the sentences used in the ordinary speech and this is perceived by the recipient of the information.

M.A.K.Halliday and R.Hassan claim that the sentences in the written texts should be studied under the term of cohesion [Halliday and Hasan 1976, p.98]. According to their approach, cohesion is a means of linking elements between the combined sentences of the text. For example, the pronoun which is considered to be an anaphoric element has greater role in a sentence. Surely, there are some claims that the cohesive relation between sentences that constitutes the text accepts the oral or written textual sense of

the text according to the logical perception. The text formed by a speaker is a product itself. It does not matter how its appearance and how it emerges. In this case the claim of speech as a process appears. This approach has been claimed by G.Widdowson [Widdowson 1979b, p.71].

Any analytical approach in linguistics promotes the pragmatics of sentences that constitute the text. It also emerges from a syntactical and semantic aspect of verbal or written sentences. C.Morris writes: "The relationship between the signs appear as implicit and explicit pragmatics of sentences [Morris 1938, p.6].

If a sentence is investigated as an object, then its creation, by whom it is used, how the listener introduces it, and all these are studied on the basis of certain laws. Because of these reasons, the sentence is often considered to be a product of a text.

Thus, we come to the conclusion that the difference between written and spoken forms is also observed in the Internet language. The most commonly observed difference in the Internet language is the individuality of the participants in both styles, as well as their different social environment, and so on. depending on the social type of the conversation. Speakers form their conversations using different discourse markers and in the written form various linguistic means are used.

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