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**Bachelor's Paper**  
**ENGLISH AND SOCIAL MEDIA LITERACY**

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Допущено до захисту»

Протокол засідання кафедри англійської філології

та міжкультурної комунікації

Протокол № 10 від 29.05.2023

Зав. кафедри \_\_\_\_\_ д. філол. н., проф. Алла БСЛОВА

KYIV – 2023

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## INTRODUCTION

The concept of literacy was historically associated with an alphabet or a language code, that is, through reading, writing, and understanding, as well as print media. From a historical perspective, each stage of the evolution of communications—in terms of codes, techniques, and mediums—relates to a particular development of the communicative and cultural skills and, as a result, a new model of literacy. Media literacy is the model that relates to the contemporary communicative environment. It is a crucial stage in the evolution of human communication, which began with the invention of the classical written alphabet and has since expanded to include the development of electronic media and digitalized information.

The twenty-first century is featured as the century of information technology and nowadays we are closely linking the life of modern man with the Internet. Technology and the widespread use of the Internet have created virtually limitless opportunities for human beings. Many scientists devoted their works to the phenomena of English and social media literacy. These scientists are Livingstone, S., Wilson C., Rintaningrum R., Gurak, L.J., Gillen, J. & Barton, D., Lipka L. and others. However, despite the interest of many scientists in the study of literacy, it is still not fully investigated. Thus, **the relevance** of this work is the general interest in investigating the English literacy and compare it to the media literacy and its development due to the emergence of technology and social media during the last century.

**The aim** of this work is a comprehensive study and systematization of characteristics of English and social media literacy and a linguistic analysis of the comments on social networks (Instagram, Twitter, YouTube and Facebook).

In accordance with the aim of this study, **the objectives** of the work are:

- To research the phenomenon of literacy;
- To determine the types of social media and peculiarities of social media literacy;

- To research the phenomenon of language picture in the English-speaking social media world;
- To analyze specific examples of lexical and grammatical features of English language in digital communication;

**The object** of the study is the social media literacy.

**The subject** of the study is verbal means of communication realization in social media such as lexical and grammatical units and stylistic devices which are used by social media users.

**Research methods** are based on the method of critical analysis of theoretical works of different scientists that considered the phenomenon of English literacy and literacy in social media and on the Internet. Descriptive and interpretive research methods are used to observe, analyze and classify individual linguistic cases of social media literacy in order to further interpret them in a language picture in the English-speaking social media world and systematize the linguistic means of social media literacy.

**The novelty** of the study refers to the systematic study of the main theoretical and practical aspects of the social media literacy as a communicative phenomenon. The paper explores the linguistic peculiarities of social media literacy, as well as shows the examples of stylistic, lexical and grammatical features of English language in digital communication on the basis of various social media.

**Language data** of the work is based on books and Internet sources that relate to the topic of this work. Overall, hundreds of comments and posts on 4 social media platforms (Facebook, Instagram, Twitter, YouTube) were taken for analysis, for a total of 94 pages.

**The structure** of the work consists of an introduction, two main parts, the first part is theoretical, and the second is practical, conclusions to these parts and the general conclusion, as well as references to the sources that were used in this work and appendixes.

# **1. THEORETICAL FOUNDATIONS OF ENGLISH AND SOCIAL MEDIA LITERACY**

## **1.1. Foundations of literacy and its development and multiliteracies**

Nowadays internationally literacy is viewed as a flexible group of skills and strategies that are closely linked to context and purpose. The development of literacy is the result of a long-lasting and significant historical advancement with a very remote origin. This advance has been occasionally sinuous and has always been subject to pressure and tensions resulting from conflicts of interest and power. In fact, these conflicts have meant that literacy processes have always been influenced by inequality in every area: economic, social, sexual, racial, ethnic, geographical, etc., and that this influence has occasionally disrupted those processes at different historical periods of their evolution. Literacy has instead become a privilege of the few as a result of these causes and their self-serving application.

A significant turning point in this development was the introduction of alphabetical writing. Understanding and mastering the alphabetic code, or what we can call literacy of reading, writing, and understanding, has actually been the main driver of enormous intellectual and social progress throughout the history of humanity. This signified the beginning of a continuous route of progress from the classical era to the present, but it was constantly constrained by social, economic, and other types of inequality. It was even a qualitative leap in the cultural history of humanity.

In their day, both the Renaissance and Humanism contributed to the growth of writing and printing. Similar to how reading and writing gradually expanded alongside the industrial revolution, literacy became obligatory. However, literacy has been and continues to be a privilege of the few due to injustice that has persisted throughout time. Access to education is a key component of literacy, and the economic barrier has been and still is one of the biggest challenges.

The term "literacy" originated very recently. It was first used to show accomplishment and possession of what was increasingly viewed as a required skill in the end of the 19th century. It mainly concentrated on how well people could

decode and encode text. Since the middle of the 20th century, this idea has been superseded by one in which scholars assess one culture to be superior to another and where literacy is equated with a greater level of cognitive capacity[24].The term "literacy" as a whole did not enter the educational discourse until the 1970s. Literacy concepts have evolved from the "simple" encoding and decoding of written text to reading and writing as a meaning-making process, with various texts requiring various backgrounds and abilities in order to be fully understood.

Even in nations with robust educational systems and advanced economies, many adults struggle to keep up with the reading and math skills required for daily living. Although there are adults with major reading issues everywhere, the patterns vary greatly from one country to another.

Literacy skills are to a large extent acquired in school. Obtaining access to the instruction required to become a fluent reader, for example, is difficult outside a formal school setting. International Association for the Evaluation of Educational Achievement (IEA) in 1990s collected data on the literacy proficiency of children aged 9 and 14. The results showed that there were significant differences in average literacy performance between countries already by the time children reached the ages of 9 and 14. Within countries as well, one observes large differences in literacy proficiency among children of the same young age. These differences were attributed partly to the effects of socialization, particularly within the family but also by peer groups.

In all countries, young adults aged 20-25 who have completed secondary school score higher, on average, than those who have not and, in turn, in many countries those who have completed tertiary education score still higher[40, pp13-25].

There are many definitions of literacy. The Victorian Department of School Education's joint project with the Catholic Education Office of Victoria, expressed the dilemma of defining literacy as: "Definitions of literacy are notoriously difficult to compose. Literacy is a social construct, a complex idea that means different things to different cultural group at different times. Therefore literacy is a relative term and

dynamic. While literacy is popularly understood to denote the ability to read and write prose and other print texts, it is an integrated complex of language and thinking processes and skills, incorporating a range of habits, attitudes, interests and knowledge, serving a range of purposes in different contexts” [19].

Over time, definitions of reading literacy have evolved to reflect the demands of a global society, the requirements of economic development, and improvements in the study and assessment of literacy itself. All conceptions of literacy incorporate social and political empowerment, ranging from a skills-based view of functional literacy to wide ones.

Over the past 30 years psychologists, linguists, educators, sociologists, and others have contributed to our understanding of literacy. Definitions of literacy have varied in different dimensions. “Whether or not literacy refers to a set of varied capabilities or to a single capability that can be quantified (e.g., into “level of ability”) in a straightforward and comprehensive way; whether or not literacy refers to capabilities distinct from other language-related activities; and the extent to which acquisition of certain basic literacy capabilities is an insurance against all possible literacy problems” [33, p.20].

International trends and definitions have an impact on definitions of literacy. UNESCO (2004) defines literacy as "the capacity to recognize, comprehend, interpret, produce, communicate, compute, and use printed and written materials associated with a variety of contexts."

Over time, definitions of literacy have evolved both nationally and internationally. Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. Contemporary texts include electronic and print-based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy [8, p.38].

It is widely accepted that literacy generally is simply defined as “the ability to read and write”. Some attempts have been undertaken to classify people who are

literate and people who are illiterate based on this definition. Researchers, however, find it impossible to do this task as “there is no precise dividing line between a person who is fully literate and one who is not” [39].

People who can read but not write might be found in daily life. While some individuals can read the symbols, they are unable to interpret what they read. Some people can handle more challenging tasks using language, whereas some people find it impossible to do even the simplest activities involving numbers. Some people can read and follow complicated maps, but others struggle with it. We can't claim that persons who struggle with the simplest form-filling activity are functionally illiterate because their competency varies depending on the situation.

For instance, the Australian Curriculum acknowledges that language and literacy vary depending on the context, hence it is crucial to educate kids how to 'do' literacy across a variety of subject areas. It is stated in the scope description for "Literacy as a general capability" that "Literacy encompasses the knowledge and skills students need to access, understand, analyse, and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others, and participate in activities at school and in their lives beyond school."

English defines literacy as follows: 'Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts'. English separates English learning area into language, literature, and literacy. Though it's important to note that many definitions of literacy examine knowledge and language as interconnected fields and do not treat language, literature and literacy as separate strands. They bound the enjoyment of literature and understanding of language. In Australian Curriculum English literacy is described in three interconnected strands that are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts
- **Literacy:** expanding the repertoire of English usage [26].

Therefore, literacy is primarily concerned with using language for a variety of purposes, whereas the literature strand has an emphasis on literary writings that may or may not be fictional. The language strand is concerned with knowledge about language, whether it be written, spoken, or visual.

The term "multiliteracies" expresses the idea that different cultures have different communicative practices that have given rise to various forms of literacy. Technology's contribution to literacy is also foregrounded. The term "literacies," which acknowledges the variety of methods of "doing" literacy, has been proposed by several authors. The New London Group (NLG) in 1996, which asserted that there are numerous forms of literacy, including scientific literacy, critical literacy, visual literacy, computer literacy, and others, invented the word "multiliteracies". And this idea was elaborated on by other scholars, especially more recently by B.Cope and M.Kalantzis (2012), but they shortened the term 'multiliteracies'. Kalantzis and Cope omitted the prefix 'multi,' because this term already contains all "communication demands of the twenty-first century" [14].

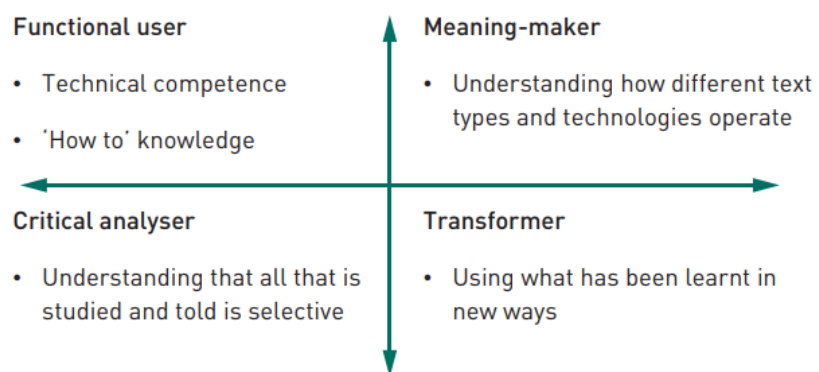
Moreover, different cultural groups use particular literacies since they have their own unique methods of doing things, perspectives on the world, and modes of communication. For instance, the ways in which a family approaches literacy may range significantly depending on whether they have access to modern computers and mobile devices, a large library, and a fast internet connection, compared to a family that lives in a remote location and may not have these resources. Furthermore, different families and communities value different things, which influences their literacy practice.

According to the multiliteracies theory, definitions of literacy should be broad in order to account for cultural and linguistic diversity as well as the multiplicity of communication channels or modes that individuals may choose to use in order to create and convey meaning. The landscape of text has seen a significant transformation as a result of the rising popularity of electronic multimodal texts, DVDs, and picture books as well as the decreasing cost of technologies for text creation and sharing [26].

Though the phrase "multiliteracies" is still widely used in overwhelming number of publications, it is not considered to be out of date. Multiliteracies are frequently associated with the ability to deal with nonlinear texts, visual or hybrid encodings in more than one semiotic system [20].

Since childhood it's important to be explicitly taught how to read and write (or comprehend and compose) multimodal texts because they can be very complex. Since the middle of the 1990s, academics and researchers have greatly extended the NLG's work and developed a variety of strategies that can help kids become multiliterate. Developed in South Australia (DECS, 2010), the Multiliteracies Map (Figure 1.1) is a helpful framework for conceptualizing what should be taught in early childhood settings [26].

**Figure 1.1** Multiliteracies Map



**The functional user** dimension is focused on the development of technical competence and "how to" knowledge. This could include using tools such as pencils, pens, tablets, computers, or cameras; recognizing and understanding computer icons, being able to decode sounds and symbols, especially letter-sound correspondences, or even learning how to spell.

**The meaning-making** dimension has to do with knowing how to interpret various text types and technologies and how they might be used to a number of contexts.

**The critical** dimension has to do with developing a knowledge that there are different perspectives on looking at the world and that no text contains a "universal

truth"; instead, authors choose what to include in texts for certain purposes. Therefore, when interacting with texts, whether reading or writing them, it is important to take the writers' choices into account. The ability to choose appropriate tools, texts, and technology for a specific literacy or communicative task is another aspect of the critical dimension.

**The transformative** dimension is crucial and has to do with learning how to apply what has been learned in innovative ways and situations. A child might take a narrative they've heard or read and turn it into a videotaped role-play or a comic strip, for instance [26].

## **1.2. Digital and media literacy, critical thinking as a crucial aspect of achieving media literacy**

Literacy has traditionally been defined as the ability to read, write, and understand using a language code or alphabet, as well as the use of print media. Today, however, the definition of literacy has been expanded to include the competencies in using social media.

From a historical perspective, each stage of the evolution of communications—in terms of codes, techniques, and mediums—relates to a particular development of the communicative and cultural skills and, as a result, a new model of literacy. They have always started new power struggles over control of the tools for producing and transmitting information, to put it another way. Media literacy is the model that relates to the contemporary communicative environment. To provide a clear description of the extent and boundaries of media literacy, we shall list the most significant turning points in the history of literacy growth in this section.

The development of media literacy between the turn of the 20th and the start of the 21st century. Literacy began to break up into different subject literacies in the 1980s. According to Langshear and Knobel [30], these effectively meant competency or skill in a related subject area. For instance, being literate in math or the environment meant that one understood the language of the subject well enough

to make sense of it. In order to meet the demand for a technical workforce, it also saw the beginnings of literacies and qualification structures that aimed to contain the skills and abilities required by the ICT industry. For instance, the idea of "computer literacy" has grown in popularity as a way to describe the knowledge and abilities required to utilize computers and software programs efficiently. For instance, the idea of "computer literacy" has grown in popularity as a way to describe the knowledge and abilities required to utilize computers and software packages efficiently [22].

The 1990s saw the emergence of various conceptions of literacy that focused on the "softer" skills and competencies needed to deal with the perceived explosion in information and concerns about the reliability of Internet sources as the Internet became firmly established in the economy and increasingly in education. For instance, Gilster (1999) [23], with his book "Digital literacy", popularised the term "digital literacy," and the academic library community advocated "information literacy". There was a growing understanding among academics that the current technical approach to literacy was purposefully deceptive and needed to be rethought. Literacy is increasingly being thought of as a social practice, where some ideas of literacy are more powerful and forced on other cultures or classes, rather than as a collection of abilities and competences. One result was the growth of the New Literacy Studies movement.

The beginnings of the so-called "Web 2.0", the growth of online collaborative communities, social media, and rising concerns about children's Internet safety were all witnessed in the 21st century. User participation, user interaction, sound, and video are progressively being incorporated into static webpages. Online chat rooms were growing more and more popular, especially among young people. In response to these advancements, a plethora of new literacies were proposed, such as "Internet literacy", "e-literacy"[35], "cyber-literacy"[24], and "media and information literacy"[53]. More lately, social media websites have drawn huge numbers of people to easily participate in online and mobile text, video, and image dialogues with one another. To describe this new digital landscape, concepts such as

multimodal literacy [27], metaliteracy [34], transliteracy [50], and information literacy have arisen.

### **1.3. History and types of social media**

There are many different definitions of social media. It is described as a “platform to create profiles, make explicit and traverse relationships” [9]. Social media “usually refers to any application or technology through which users participate in, create, and share media resources and practices with other users by means of digital networking” [43, p. 3]. The definition of social media according to Merriam-Webster is "forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)." However, as social media develops, is used, and is widely adopted, experts continue to establish new definitions and update outdated ones. In 2010 Kaplan & Haenlein introduced a taxonomy of “social media” that is splitting the field into 6 distinctive categories: Blogs, Social Networking Sites, Collaboration Projects, Content Communities, Virtual Social Worlds, and Virtual Game Worlds.

According to 2019 Pew Research Center research on social media use, 72% of American people use social media in some capacity. That figure was 5% in 2005, the year Facebook went live.

The primitive postal system dated back to 550 B.C when messages were delivered over long distances by the horse riders, evolved into a sophisticated mode of communication over a period of time. In 1792 Telegraph was invented, which facilitated long-distance transmission of messages without the physical exchange of an object. Developed in 1865, the pneumatic post which in order to carry capsules from one area to another used the underground pressurized air tubes and was a fast way of delivering letters. Subsequently the revolutionary means of communication viz telephone and radio were invented in 1876 and 1895. Twentieth century marked revolutionary change in technology. Super computers came up in 1940s and

thereafter networks between the computers started developing which later led to the development of internet.

Since messages were first sent across great distances by horse riders in 550 B.C., the basic postal system has developed into a sophisticated form of communication. The invention of the telegraph in 1792 made it possible to send messages over great distances without actually exchanging anything. The first ever electronic message was sent in 1844, when on May 24th a series of electronic dots and dashes tapped out by hand were sent on a telegraph machine from Baltimore to Washington, D.C. The pneumatic post, which was created in 1865 and was a quick means to send mail, used underground pressured air tubes to transport capsules from one location to another. Then, in 1876 and 1895, respectively, the ground-breaking communication devices known as the telephone and radio were created. Technology underwent a revolution in the 20th century. Supercomputers first appeared in the 1940s, and when networks between them began to grow, this eventually led to the development of Internet [16].

Social media has developed from direct electronic information exchange to a virtual gathering place, shopping platform, and essential 21st-century marketing tool in less than a generation. Weblogs, also known as blogs, were another early form of digital social communication that gained popularity after Pyra Labs, a software company that was later acquired by Google in 2003, launched the Blogger publishing platform in 1999 and the LiveJournal publishing site in 1999. Another step of development was in 2002, when a networking platform for professionals who are career-minded, LinkedIn was established. It had increased to more than 675 million users globally by 2020. It continues to be the social media platform of choice for hiring managers looking for skilled applicants as well as job searchers.

Since 2001, when Ryze.com was launched, primarily focused on business and assisted its users in leveraging their business networks, it began the next wave of social networking websites. When in 2002 Friendster was introduced, technology finally caught up and revolutionized social media by allowing people to choose who they want to connect with rather than being controlled by a machine. The creators of

well-known websites like Ryze, Tribe.net, LinkedIn, and Friendster were close friends and held the view that their companies would never compete with one another for customers. Ryze came to an end because it was never very popular. Tribe.net focused on a certain market, while Friendster, the most well-known website among its contemporaries, which debuted in 2002 to compete with the dating site Match.com, also wasn't successful.

As a "Harvard only site" when it first launched in 2004, Facebook later became available to high school students and then to anybody over the age of 13. By 2006, Facebook and Twitter had both gained widespread user availability and remained two of the most well-liked social networking platforms. Some social media platforms, like Pinterest, Foursquare, Tumblr, and Spotify, specialized to particular market segments. More social networking services based on sharing material, including FM (music), YouTube (video sharing), and Flickr (picture sharing), have emerged with the rise of social media and user-generated content [9].

On October 24, 2007, 1.6% share of Facebook was purchased by Microsoft and thus Microsoft getting rights to place international advertisements on Facebook [47]. By the third quarter of 2017, monthly active users of Facebook had reached 2.07 billion as compared to July 2010, when it had 500 million active users [5], thus verifying the fact that the statistics of users of this site is on the rise. Instagram reached the count 500 million users in the first half of 2016. Besides these many social networking sites and social media platforms like Periscope, Minds, Gab.ai, Mastodon etc. emerged during past few years.

#### **1.4. Internet linguistics and features of Internet English from the linguistic perspective**

Internet linguistics is a branch of linguistics that was formulated by David Crystal [15]. This subsection of linguistics deals with the study of new forms of language use, which have arisen under the influence of the active development of the Internet and other «new» means of information transmission, such as text messages. Learning the developing language on the Internet allows you to further

develop online communication and can help not only linguists, but also users themselves. In his book "Language and the Internet", David Crystal identified four main concepts of Internet linguistics: sociolinguistic, educational, stylistic, and practical. With the development of Internet communication, new areas of study of this science have appeared, for example, corpus linguistics. All the above concepts are interrelated and have an impact on each other.

Sociolinguistic concept is related to the study of how the influence of the Internet on the change and development of languages by society is assessed [15]. With the advent of the Internet, new platforms for communication have emerged that have undoubtedly influenced the society. David Crystal also divides computer communication into personal and professional levels.

For example, at the personal level, computer communication is carried out through text messages or mobile e-mails, which has led to a significant increase in instant communication capabilities. It is worth noting that now in many educational institutions both teachers and students are provided with personal e-mail addresses and accounts in specially created for educational purposes social networks to accelerate the exchange of materials, as well as for faster access to all necessary information [6].

At the professional level, the sociolinguistic concept is manifested in the fact that almost all companies provide their employees with Internet access, as well as the opportunity to use all corporate resources and e-mail. This practice simplifies both internal and external (with other companies) interaction [15].

From an educational perspective, Internet linguistics is concerned with the impact of the Internet on the use of the formal language, especially academic English. The rapid development of the Internet has led to new unique linguistic features typical only for the communication on Internet. These include the frequent use of informal written language, inconsistencies in writing and style, and the use of new abbreviations in Internet chats and text messaging, which began due to the limited number of characters during message input. Even though Internet communication has led to the use of unacceptable stylistic forms and an increase in

errors, Internet communication can help in the process of learning a foreign language, as the Internet improves communication between communicators [18].

The stylistic concept explores how the Internet and related technologies have contributed to the development of new language forms, especially in the literature [15]. The stylistic concept views the Internet as the medium through which new linguistic phenomena have emerged. The new language model is interesting to learn, as it is a mixture of spoken and written language.

The practical concept looks at the Internet in terms of its communication capabilities. The Internet is a platform on which users can feel the existence of «multilingualism». Although English is still the dominant language on the Internet, the number of users with other languages is gradually increasing [51]. Global Internet usage statistics include data on the nationality, language and geographical location of Internet users. The number of languages used on the Internet increases in proportion to the number of members of linguistic communities who become network users [51].

### **Conclusions to part 1**

The development of information technologies and telecommunication systems has given mankind more opportunities for communication, which is equally relevant to the traditional one, because in the modern rhythm of life it is both convenient and timesaving. With the development of digital technologies, the creation of social networks has begun, the purpose of which is to exchange information between communicators through text, video, graphic symbols and audio messages.

Literacy has traditionally been defined as the ability to read, write, and understand using a language code or alphabet, as well as the use of print media. Today, however, the definition of literacy has been expanded to include the competencies in using social media.

Nowadays internationally literacy is viewed as a flexible group of skills and strategies that are closely linked to context and purpose. The development of literacy is the result of a long-lasting and significant historical advancement with a very

remote origin. Today, media literacy is applied to the digital sphere and the Information and Communication Technologies (ICT). These media digital competences include being the functional user, meaning-maker, critical analyzer and transformer.

Along with the creation of social networks, a new type of communication has appeared. Currently, a special communication segment has developed and continues to form on the Internet. Internet communication is not dependent on the time and geographical location of the communicants, their gender and age, since such information is often unknown.

## **2. LANGUAGE PICTURE OF THE WORLD IN ENGLISH SOCIAL MEDIA AND UNDERSTANDING SOCIAL MEDIA LITERACY**

### **2.1. Language picture in the English-speaking social media world**

The language picture of the world includes representations of reality that seem to the native speakers of the language for granted. These representations, forming a unified system of views and prescriptions, are included in the meanings of the language units in an implicit form, so that the native speaker «takes them on faith, without thinking and without noticing» [29, p.182]. It is believed that each natural language corresponds to a unique linguistic picture of the world. The same concept E. Bach called natural language metaphysics.

The concept of the language picture of the world has its roots in the ideas of V. von Humboldt and neo-humboldtian (L. Weisgerber and others) on the internal form of language and in ideas of American ethno-linguistics, in particular, the so-called Sapir–Whorf hypothesis of linguistic relativity.

In Europe, the issue of language origin was not recognized as a separate field of study until the 18th century among German philosophers. Prior to that, philosophy and theology dealt with issues related to the origin of language, the relationship between language and thought and between language and reality, and how language represents reality, but the other disciplines were not yet well defined.

The phrase "philosophy of language" was originally used in 1793 by Wilhelm von Humboldt, who claimed that language is evidence for the spirit and character of people speaking it. We can know much about the spirit and life of ancient Greeks from Ancient Greek language, we can trace foreign inflections and constructions in language, and thus know about their interactions with other nations. Humboldt discussed questions not only concerning the "(...) origin, the definition, the essential nature of language, (...) the formation of roots, words and grammatical form", but one of the first discussed "the organic principle and character of language, the idea of language, (...); and finally, the development of language in history, and its relation to the latter" [1].

Humboldt combined his linguistic interests and Kantian problem of the relation between reason and sensibility in experience. He was one of the first linguists to draw attention to the national content of language and thinking, noting that different languages are the organs of their original thinking and perception for the nation. Each person has a subjective image of an object that cannot fully match the image of the same object in another person. Thus, the word carries the weight of subjective representations, the differences of which are within certain limits, as their carriers are members of the same linguistic collective and also have a certain national character and consciousness [52].

According to Von Humboldt's theory, attempts to replace the words of distinct languages with universal signals can be constrained by just a tiny amount of thought content because thinking depends less on the language itself than on each individual language. There are three main points in Wilhelm von Humboldt's theory:

1. Both material and spiritual cultures are embodied in a language.
2. Every culture is national; it expresses itself through a unique worldview, and every language has an "inner form" that is unique to every nation.
3. The internal form of the language means the expression of the «national spirit», its culture.

Considering the linguistic picture of the world of social media and social networks, the current news section, which is located on the home page of almost all social platforms, should be mentioned. In recent years, to find relevant information on a particular topic, in all communities, posts and comments, the user needs to use a hashtag. A hashtag is a type of metadata tag used on social networks, allowing users to apply dynamic, user-generated tagging which makes it possible for others to easily find messages on a specific topic or with a particular content. A hashtag is composed of two obligatory parts: a pound sign (#) and verbal message (a key word or a phrase) [41]. Most often hashtag does not follow the grammatical, spelling and other rules of the English language, among the features of hashtag construction can be distinguished shortest word forms, the use of capital letters to separate words from each other and others.

Hashtag was first used on Twitter, then it became available on Instagram, Twitter and other social networks. Hashtags have become an integral part of the language picture of social networks: finding relevant information for the user takes a few seconds, and creating your own hashtag helps bloggers to highlight their posts among others. In 2014 it was included in the Oxford English Dictionary as a neologism. The growing popularity of hashtags has led to the extension of these key words beyond the Internet domain. Advertisers started displaying hashtags on screen to create brand awareness, increase the visibility of content, gain new audience, boost shares and likes, and to get audience involved. As a result, users of social networking services started posting messages containing slogan-like hashtags that are associated with recognizable brands, e.g. *#DeclareYourStyle* (*Forever 21*), *#DoUsAFlavour* (*Lay's*), *#ShareACoke* (*Coca-Cola*), *#WorthSaying* (*L'Oréal Paris*) [41].



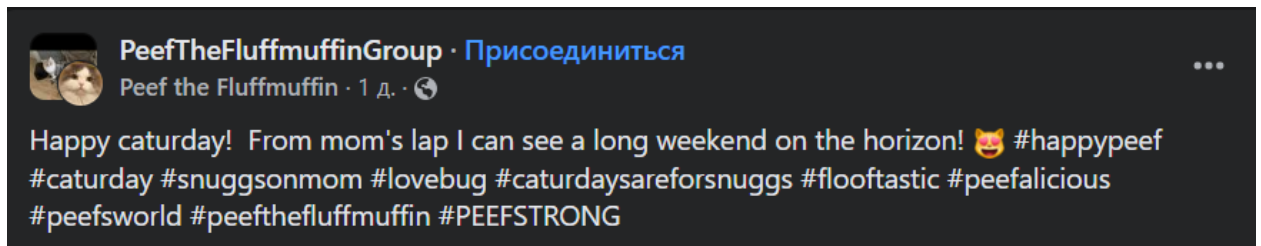
Picture 1. The use of hashtags in the German Coworking Federation post on Twitter [59].



Picture 2. The use of Capital letters as a word deviation [59].

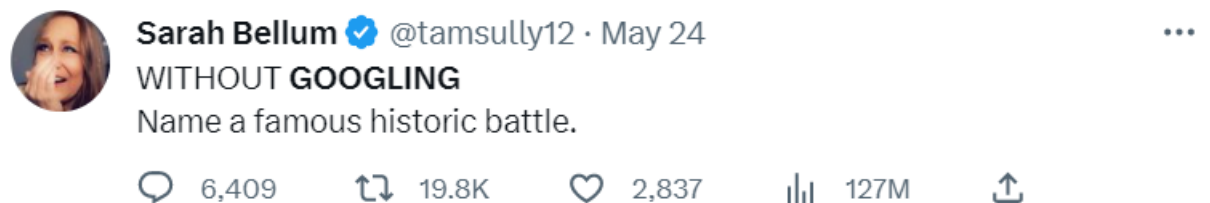
The language picture of modern digital communication is emotionally charged, thus the users seek to make their speech more vivid and expressive by using phonetic, lexical, morphological, and syntactic language units. For example, by a

language game or word-creation, which is an indicator of creativity of both individual users and entire communities.



Picture 3. “Caturday” (cat + (sat)urday) is an example of language game and word-creation [57].

Social networks affect all linguistic domains, but the most important influence is on vocabulary. For example, the word “googling/to google”. The Cambridge Dictionary gives the definition of the verb “to google (somebody/something)” as to search for something on the internet using the Google search engine (computer program that finds information) [12]. "Googling", originated from the name of the search engine Google. The word “googling” is used not only in the Internet, but also in interpersonal communication.



Picture 4. The word googling means to be looking for the information in the search engine Google[59].

By adding the suffix "-ie" to the end of the word "self," the term "selfie" was created. In terms of semantics, the term "self" refers to a person's unique personality or character. In contrast to the base of the word, "selfie" refers to a photograph of oneself that is taken and frequently posted on a social networking site using a smartphone or webcam. If this word is used with a hashtag, it denotes a self-portrait photo often taken with a cell phone or digital camera. According to Oxford English Dictionary's announcement in November 2013 that it was the "word of the year", it has since been a trending topic on Instagram.

tinaa.nora Hi ❤️

#blonde #freckles #blogger #pinterestgirl  
#pinterestaesthetic #germany #inspo #selfie #explore  
#portraitphotography #kiel #hamburg

24 мая · Показать перевод

Picture 5. In this publication on Instagram the word selfie is used with a hashtag to denote a self-portrait photo[58].

The next neologism 'pic' stands for picture, and belongs to a back clipped word. "Picture", has the lexical meaning as "a painting or drawing, etc. that shows a scene, a person or thing; a photograph".



Picture 6. The word pic as a neologism and back clipped word, which means picture [57].

The user of the social network forms his own special «network» picture of the world [38, p.147]. People who don't use social media, who are cut out of the language picture of digital communication, they're not familiar with the new meanings of words, the linguistic peculiarities of language on the Internet. It makes the communication between users and non-users somewhat difficult, as non-users may not understand the true meaning of a word or a new abbreviation. Thus, active users of social networks and people who do not use this type of communication are different types of communicators, despite the fact that they may belong to the same generation or social layer. Nowadays the influence of social networks on the English language is very large, so there are new prospects for studying this area.

## **2.2. Lexical features of English language in digital communication as an example of social media literacy**

The twenty-first century is featured as the century of information technology and nowadays we are closely linking the life of modern man with

the Internet. Technology and the widespread use of the Internet have created virtually limitless opportunities for human beings. Without leaving the house it's possible to talk to and can call people who live in another country, pay bills, watch movies, read various scientific articles and even go to the gallery online.

An important part of the life of the modern man became constant communication in social networks. The study of Internet grammar of speech began with David Cristal, who described the main features of language on the Internet, giving particular importance to the lexical aspect. Research interest in the language features of Internet communication is growing. Many scientists gave the basic characteristics of the Internet communication, described the linguistic personality of the author and the linguistic means of expression of information in the Internet space. Researchers identified the main forms and ways of communication on the Internet and gave their characteristics. However, the grammatical features of Internet communication are still not systematized. Social networks have not yet been studied in terms of grammatical features.

Lexicology is one of the branches of linguistics, the term «lexicology» consists of two Greek morphs: "lexis" meaning «word, phrase», and "logos" meaning «learning, knowledge sharing». Thus, the literal meaning of the term «lexicology» will mean «science of word». Lexicology analyses the lexicon of a specific language. A word is the smallest meaningful unit of a language that can stand on its own and is made up of small components called morphemes and even smaller elements known as phonemes, or distinguishing sounds. Lexicology examines every feature of a word – including formation, spelling, origin, usage, and definition. It studies words, different groups of words, phraseology and morphemes from which words are composed, as well as changes in the vocabulary of the language and the reasons why these changes occurred. Most often this depends on social, territorial and professional aspects.

There are four ways to develop and expand the vocabulary of the language: three of them are based on the use of internal language resources and include the creation of new words, the formation of new meanings (polysemia and transferring values), and the formation of word combinations. The fourth method attracts resources of other languages and is called borrowing (lexical loanwords and calcs).

The word is the smallest unit of the language system in the syntactics of linguistic analysis and the largest in morphological terms, representing a structural and semantic essence in the language system. If viewed from the etymological point of view, the vocabulary of the English language is quite heterogeneous. It consists of two levels - its own vocabulary and borrowed vocabulary, according to linguists' research, the amount of borrowed words is much larger than the native, which is only 30%. However, native words are the most commonly used words in speech and writing. They have a wider range of lexical and grammatical valence, they are very polysemous and often used when forming phrasemes, idioms and all the fixed expressions.

One of the main features are abbreviations that are commonly used in Internet communication, which is characterized by the intersection of spoken and written speech. Abbreviation is a unit of oral or written speech created out of individual elements of a sound or graphic form of speech (term or terminology combination) that contributes to a lexical-semantic connection of such units within it. In clipping, there can be involved certain sounds (or letters), group of sounds, so-called "morpheme elements" and single elements in different combinations [7]. They are commonly used in informal communication (chats, forums, blogs), but they are found in newspaper articles, advertisements or publications. Abbreviation is a unit of written or spoken speech consisting of elements of the graphical or sound shell of the original full form of a word or word combination, as well as with which a given unit is in a certain lexico-semantic connection.

The styling of abbreviations is inconsistent and arbitrary and includes many possible variations. Some abbreviations are formed by omitting all but the first few letters of a word; such abbreviations usually end in a period: *Oct.* for October, *univ.* for university, and *cont.* for continued. Other abbreviations are formed by omitting letters from the middle of the word and usually also end in a period: *govt.* for government, *Dr.* for Doctor, and *atty.* for attorney. Abbreviations for the names of states in the U.S. are two capitalized letters, e.g., *AR* for Arkansas, *ME* for Maine, and *TX* for Texas [36].

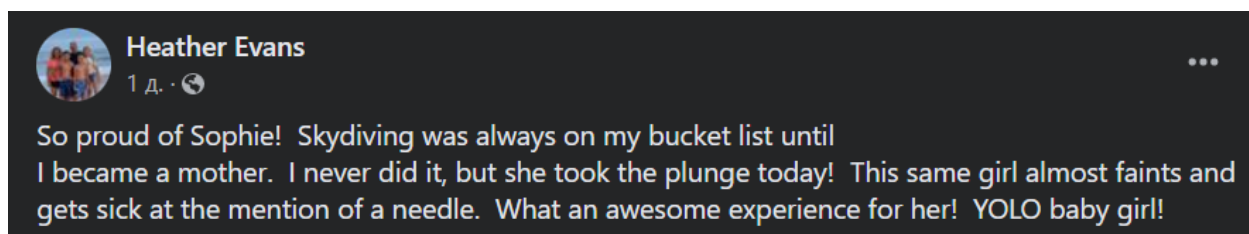
Since the scientific literature has no single classification of methods for abbreviations' formation and no single position about certain types of abbreviations, scholars consider that it possible to determine 5 main types of abbreviations:

- an initial abbreviation – is formed by means of first letters in a term system or a term;
- acronym – is formed by means of an initial abbreviation that coincidentally matched the common-literary word or by means of intentional syncopation of one or more elements of a term system for ease pronunciation;
- hybrid formation – is formed by means of clipping one element of a term system, the other one remains unchanged.
- syncopation – is formed by means of the first syllable, more rarely second or in a term system elements or a term;
- condensation – is formed by means of a number of consonant letters of the term, that is consonantal abbreviations or telescoping [7].

**Initial abbreviation** are often used in writing, but they are also used in oral speech. These are abbreviations formed from word combinations by saving the first letters or sounds from each abbreviated word in word combination, initialisms are pronounced alphabetically. The most commonly used examples are: *USA* - *United States of America*, *CV* - *Curriculum vitae*, *WHO* - *World*

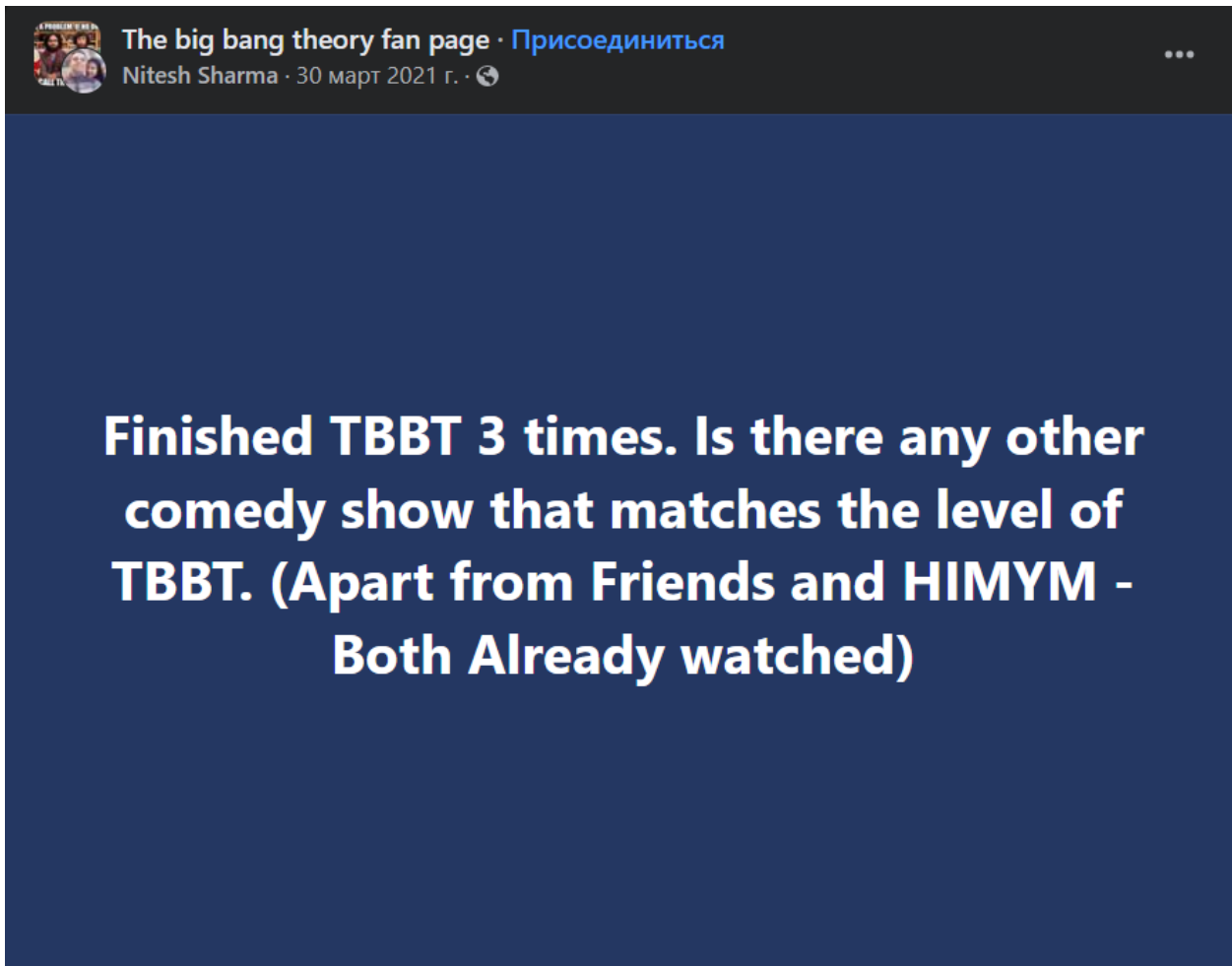
*Health Organisation, PC – personal computer, e.g. (from the Latin equivalent: *exempli gratia*) – for example, Dr – Doctor, etc.*

YOLO (you only live once) is also an initial abbreviation and gained popularity in 2013. It urges to action, also the meaning depends on the context, forum and the situation to which this abbreviation was applied.

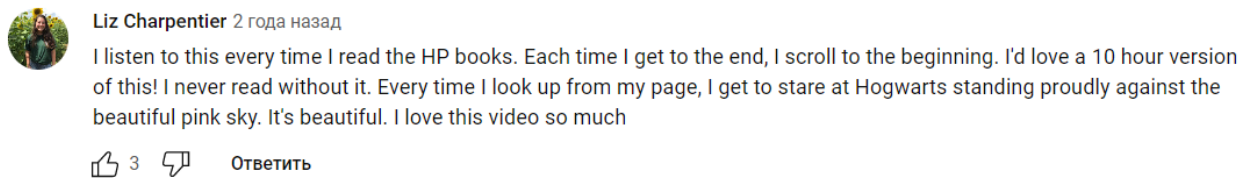


**Picture 7. Initial abbreviation YOLO (You only live once) on Facebook [57].**

There are also abbreviations that are the shortened form of the name of series, groups or common phrases and sentences. For example, film and book forums most often use abbreviated first-letter names because writing a full title takes more time. These include HP (Harry Potter), LOTR (The Lord of the Rings), GOT (Game of Thrones), TBBT (The Big Bang Theory), HIMYM (How I met your Mother). These abbreviations are used not only in Internet communication, but also in oral speech, they will be understandable to most communicators.

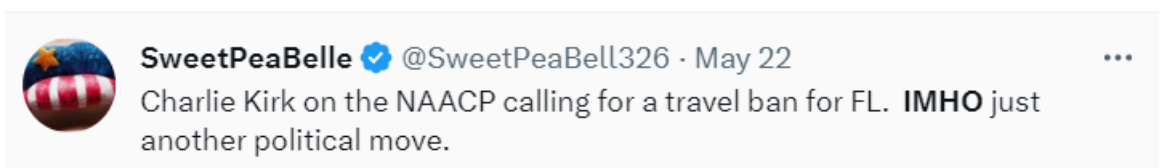


Picture 8. Series abbreviation TBBT (The Big Bang Theory) and HIMYM (How I met your Mother) on Facebook [57].



Picture 9. Film abbreviation HP (Harry Potter) in a comment on YouTube [60].

**Acronyms**, unlike initial abbreviations, are read as full words and are abbreviations of common phrases. They are created from the initial letters of each word, and other characters can be used in acronyms, such as "IMHO" (in my humble opinion), F2F (face to face), PIN (personal identification number), ASAP (as soon as possible), LOL (laughing out loud).



Picture 10. The use of acronym IMHO (in my humble opinion) on Twitter [59].



**FOLLOW FOLLOW DEMON @SBK4116** · 10h

If you unfollow me after I followed you back  
I'll find you, and I'll unfollow you **asap**  
It's that simple



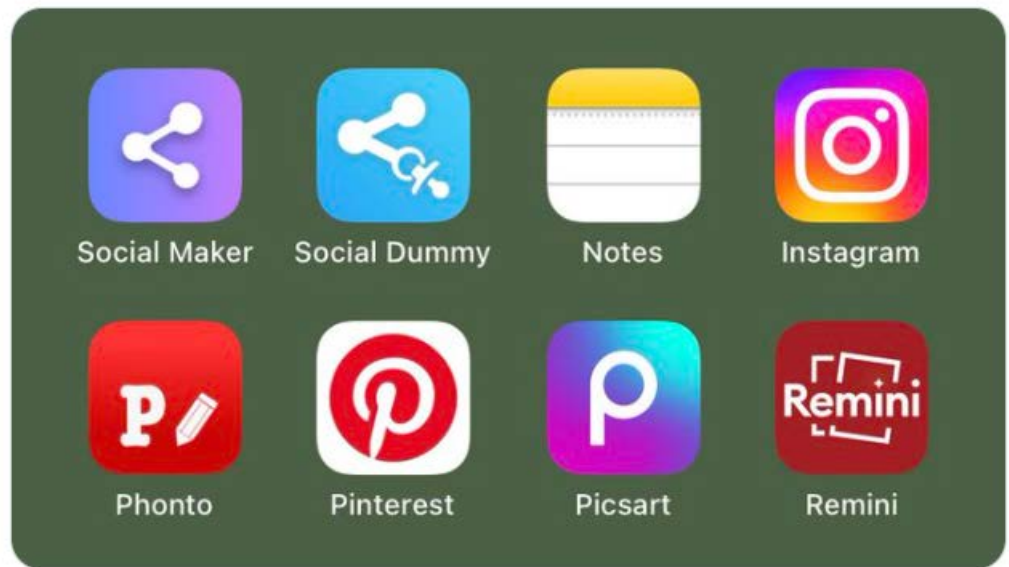
Picture 11. The use of acronym ASAP (as soon as possible) on Twitter [59].

There are words that mix the characteristic of both acronyms and initial abbreviations. For example, FAQ (Frequently Asked Questions) is the name of the guide for frequently asked questions by beginners, the answers to which are in the same topic.



**ash. @httpyooji** · May 28

**FAQ** ; apps that I use to make an AU



1 281 2,402 85.9K

Picture 12. The use of acronym FAQ (frequently asked questions) on Twitter [59].

**Hybrid formation.** There are abbreviations formed by omission of letters or syllables of the base of the abbreviation, it is called **clipping** (also known as truncation). For example, esp (especially), bro (brother) sis (sister), exam (examination).



**Sia Kacharaba** 19 часов назад

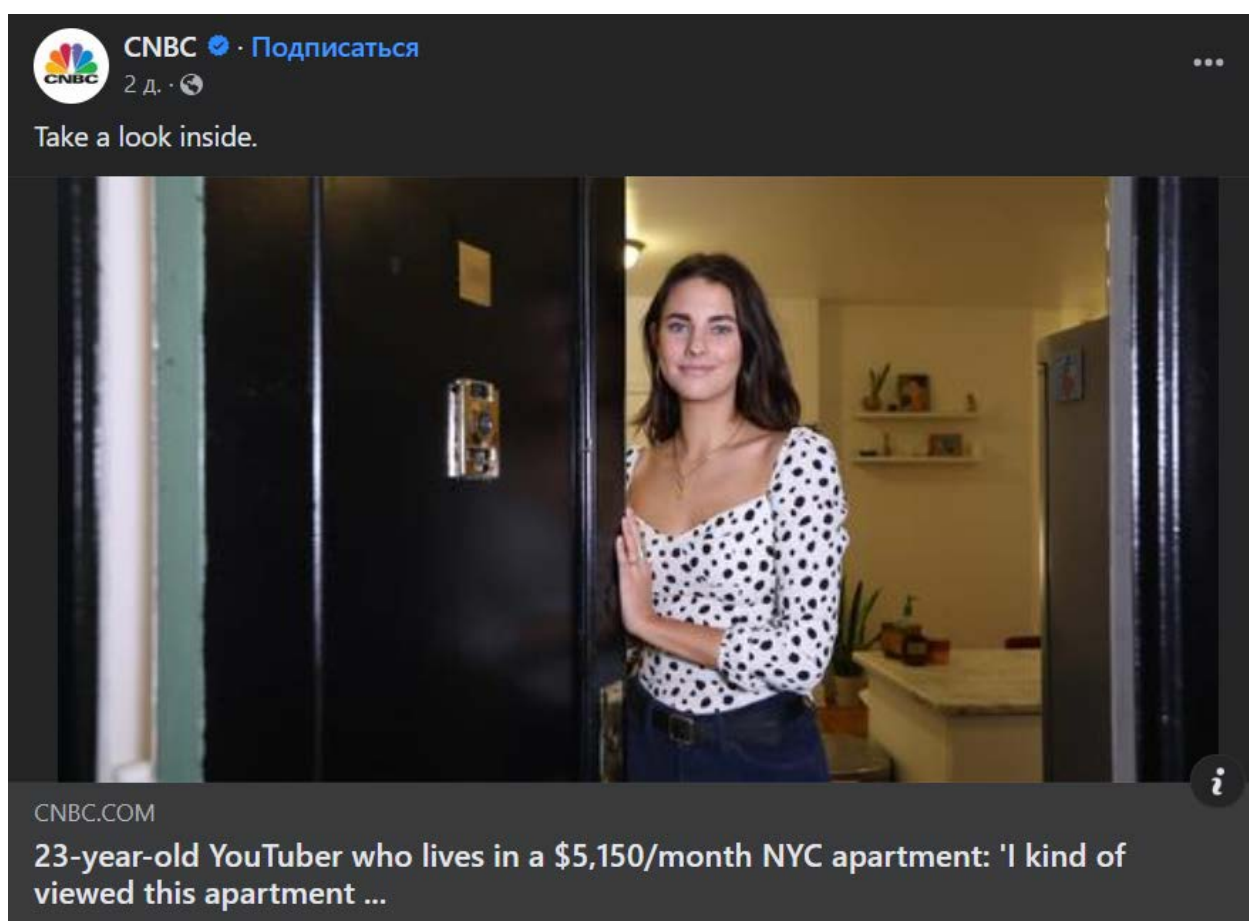
My favorite video from Sis Vs Bro was the one color food for 24 hours video....the first one. I watch it every day and I'm obsessed.

33 Ответить

5 ответов

Picture 13. The clipping of the words sister (sis) and brother (bro) [60].

One of the most important lexical features of the English language is affixing - a way to form new words, to which new structural units are added. There are two types of affixing: prefixation - adding a prefix to a word and suffixation - adding a suffix. Changes can also be phonological (including stress change), semantic, spelling, or altering parts of speech. For instance, the words “youtuber”, “blogger”, “tiktokker” that mean a person who is active on their profile on the social networks, sometimes even has a meaning of profession if a person is earning money on these platforms.



Picture 14. A suffix -er denoting the «actor» is added. The word “youtuber” comes from the YouTube platform [57].

No less significant group is **neologisms**. At first it seems that these language units could be dispensed with in speech, most often occurring in youth slang or in professional vocabulary, which subsequently entered the modern English language of certain social and age groups. The appearance of neologisms occurs due to the absence of a fragment of the linguistic picture of the world, undescribed language or described not as fully as the communicators

would like. Thus, the new word can serve not only to describe the new reality, but also to implicit expression of the new emotional component, which is absent in other lexemes of the language that are close to their sense.

Many linguists note that the decisive factor in the emergence of neologisms is considered the principle of linguistic economy, since the rhythm of life of society has increased accordingly, this leads to a change in the language and its word-forming model [56].

One of the examples of neologism is "FOMO" (fear of missing out). To some extent, this neologism can be called a slogan or motto of the present generation, which tries to catch up everywhere, afraid to miss important and interesting news of the world or its spheres of interests. This neologism arose as a result of the fact that previously in the English language there was no suitable concept to describe the emotional component. FOMO also refers to abbreviations, but by its nature is distributed into a number of neologisms.



Meghana Mohanty 1 год назад

FOMO usually strikes us harder when we miss out on leisure than on work. We have to consider the opportunity cost of each situation and act accordingly.

👍 126 🗨️ Ответить

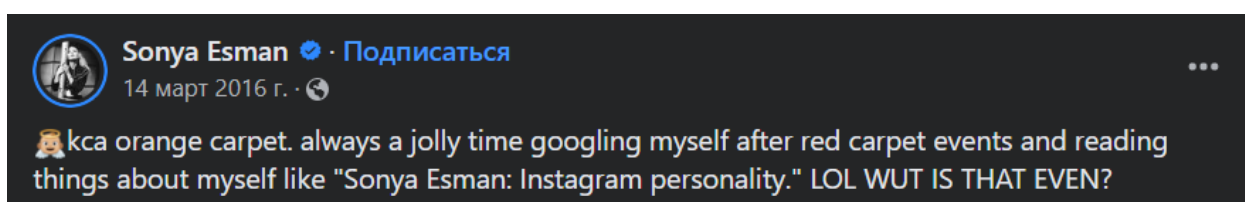
▼ 3 ответа

**Picture 15. FOMO is a description of the situation in which a person is afraid to miss something that other people will experience [60].**

Another lexical peculiarity is **cacography**, where the norm is deliberately violated. This category may include incorrectly written words from a grammatical point of view, which, however, are understandable to the reader at a glance. The term "calligraphy" literally means "beautiful writing", from the ancient Greek words kalós (beauty) and grapheîn (to write), so calligraphy is handwriting executed in an artistic and expressive way. By contrast, cacography, less employed, is formed by kakós, "bad" and grapheîn. Cacography is normally associated with spelling mistakes, rather than with the letter's appearance. Hence, strictly speaking, they are not antonyms, as the

prefix caco-, has to do with an unpleasant characteristic, as in cacophony for example, a combination of unpleasant sounds [21].

People on social media use simplification of the word due to the desire to save time, which is later widely used in digital communication, meeting both in the comments of ordinary users and in the accounts of various organizations to make the speech less «official». Sometimes cacographies are formed due to misprint and sometimes it is intentional. For example, as in Picture 16 the word "wut" has long been used by users instead of "what".



Page 16. The use of cacography “wut”, “LOL” – abbreviation of laughing out loud [57].

### **2.3. Grammatical features of English language in social media in digital communication as an example of social media literacy**

The twenty-first century is featured as the century of information technology and nowadays we are closely linking the life of modern man with the Internet. Technology and the widespread use of the Internet have created virtually limitless opportunities for human beings. Without leaving the house it's possible to talk to and can call people who live in another country, pay bills, watch movies, read various scientific articles and even go to the gallery online.

An important part of the life of the modern man became constant communication in social networks.

The study of Internet grammar of speech began with David Cristal [15], who described the main features of language on the Internet, giving particular importance to the lexical aspect. Research interest in the language features of Internet communication is growing. Many scientists gave the basic characteristics of the Internet communication, described the linguistic personality of the author and the linguistic means of expression of information

in the Internet space. Researchers identified the main forms and ways of communication on the Internet and gave their characteristics. However, the grammatical features of Internet communication are still not systematized and social networks have not yet been studied in terms of grammatical features.

When communicating on the Internet, a person usually does not think about how to grammatically and lexically correctly express his or her thought. The mode of real communication on the Internet does not give the opportunity to think about what you want to say. The speed of communication and transmission of information came out in the first place, rather than the correctness of the written texts. The surprising thing is that neither the addresser nor the addressee pay much attention to mistakes in the transmission of information in the virtual space. Linguistically these mistakes are called errors. Communication on the Internet is not limited by any language framework, that is why the Internet environment is full of errors that continue changing their status from «errors» to «features of speech grammar of Internet communication».

The grammar in Internet communication has its own distinctive features, which are expressed through atypical syntax and morphology and may be found in the structure of sentences, word order and much more. When communicating on the Internet, it often happens that the norms of language undergo certain changes.

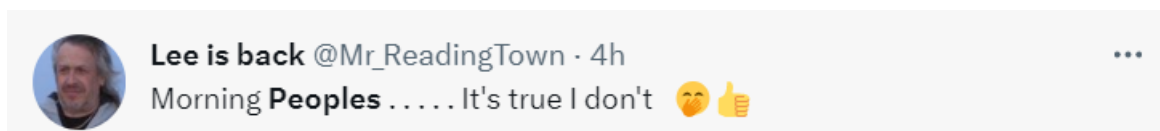
While researching the grammatical features of comments in one of the social networks, E. Cholodkovskaia comes to the conclusion that deviation from the norm increases the emotionality of the speech. Since online communication cannot be as emotional and expressive as live communication, grammatical deviations from the norm represent almost the only way to express emotions. The presence of grammatical features, on the one hand, confirms the convergence of written and oral communication, and on the other hand, shows a big difference between traditional grammar rules and norms of language, as well as communication and thought building on the Internet [13].

The form of statements in social media has its own characteristics both in morphology and syntax. The laws of morphology lose their importance and almost lose their meaning in Internet communication. Incorrect use of prepositions, omission of apostrophe, absence of articles, substitution of pronouns, use of inappropriate forms of word, changes in formation of comparative forms of adjectives are found in almost every comment. Due to the existence of free rules of communication on the Internet, all the violations of the norms are the potential general change in the grammatical structure of modern English in the future, as all changes in the language begin in speech.

There are main relevant morphological grammatical changes in social media communication.

### 1. Incorrect formation of plural nouns

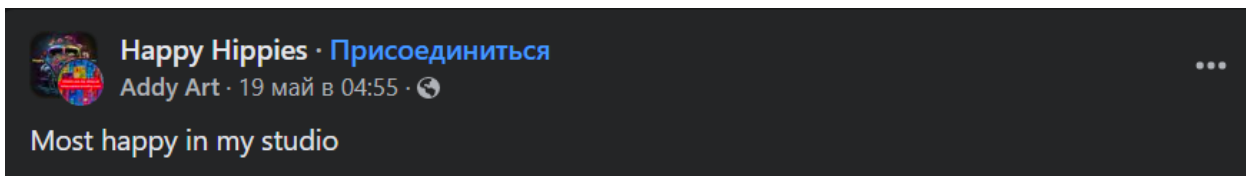
In the process of Internet communication there is such a morphological feature as wrong formation of the form of plural noun, but this feature is quite rare. For example, in modern English the word “people” is used without adding suffix -s in a plural form.



Picture 17. In this comment the word “peoples” is written as a plural form of the word people [59].

### 2. Errors in the use of comparative and superlative forms of adjectives

The use of the comparative and superlative forms of adjectives, different from the norms of the language. For those who learn the language, the use of comparative form adjectives is formed according to certain rules, while for native speakers these rules undergo some changes and are simplified. This morphological feature is reflected in the Internet communication process, indicating the development of the language by its native speakers.



Picture 18. In this example the superlative form of the adjective “happy” is written as “most happy” instead of “happiest” [57].

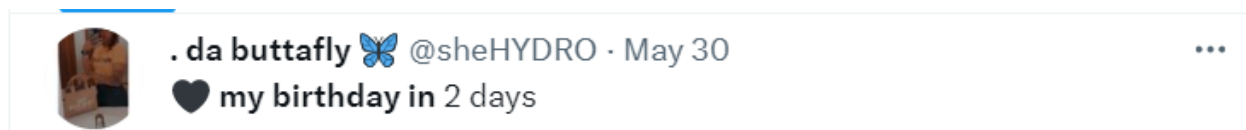
### 3. Errors in the use of the word form

Despite the fact that the choice of the form of the word when communicating on the Internet goes into the background, the process of communication and understanding of each other with interlocutors this morphological feature of Internet communication is absolutely not hindered.

Although the choice of word form when interacting on the Internet is subordinate, the process of communication and understanding of other interlocutors is in not hindered by this morphological aspect of Internet communication.

*e.g. He doesn't following you.*

When using the pronoun «he» it is necessary to use the auxiliary verb «does» and semantic verb «follow» in the form of infinitive without particle «to».



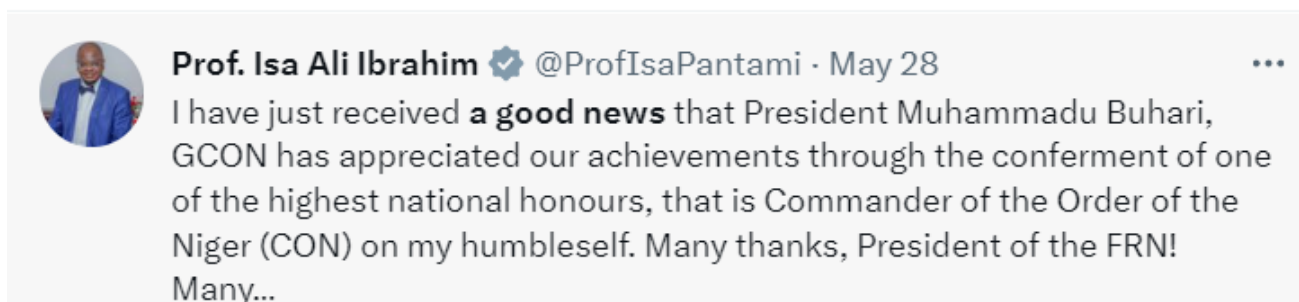
Picture 19. In this sentence the verb is should be used after the word birthday [59].

### 4. Errors in the use of articles a/the

A characteristic feature of the Internet environment is the weakening of the rules of language in the communication process, which allows communicators to ignore the use of the articles.

*e.g. What deep conversation.*

In modern English the noun «conversation» is countable, therefore, it should be used in this example with an indefinite article “a”.



Picture 20. “Good news” should be used without an indefinite article. In modern English the noun «news» is uncountable and cannot be used with an indefinite article [59].

## 5. Pronoun substitution

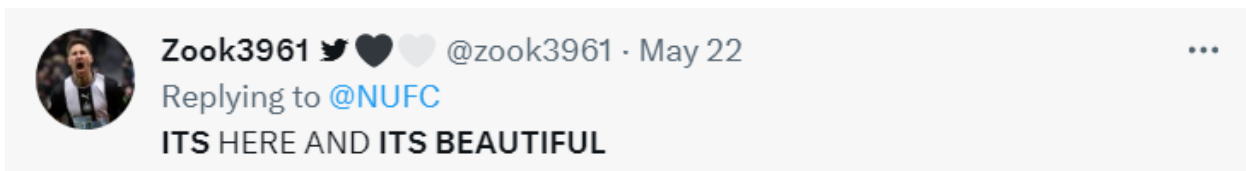
Another common phenomenon when communicating on the Internet is a change of pronouns or the wrong use of their form. This occurs in forms when the possessive pronoun is replaced by an adverb or its wrong form. To explain the presence of this morphological feature in the process of communication on the Internet can be inattentiveness of the participants of communication or the speed of interaction between them, when the speed of response is valued more than its literacy.



Picture 21. The form of the pronoun «your» is used incorrectly in this example, while the form of possessive pronoun «yours» should be used [59].

## 6. Apostrophe

The omission of apostrophe is the most common morphological feature in our research. Most likely, the lowering of the apostrophe in the process of communication on the Internet occurs because of the increase in the speed of interaction between interlocutors.



Picture 22. The apostrophe is missing in words “its”. It should be written it’s (it is) [59].



Picture 23. The apostrophe is missing in the word “thats”. It should be that’s (that is) [59].

Syntax, which is natural for written and spoken language, in social media communication undergoes some changes. However, on the Internet it is accepted. Most often cases are the errors in order of words in the sentence and misuse of the subject and predicate. In addition Internet communication is full of examples of incomplete sentences.

#### 1. Wrong word order in a sentence

Modern English is characterized by a strict sentence structure in which the syntactic position is quite strictly fixed. The typical word order in a sentence is fixed to the following model: the subject is in the first place, followed by the predicate, add-on and adverbial. Users of the Internet community communicate as if they are not familiar with the model, especially in the structures of interrogative sentences.



Picture 24. In this example is the wrong word order. It should be “What is it?” [59].

#### 2. Violation of the subject and predicate agreement

The agreement of the subject and the predicate is one of the main parts of sentence construction, but inconsistencies in agreement often occur in the process of oral communication, the so-called "slips of the tongue", which is quite natural for spontaneous speech. Violations consist in the use of the form of a verb not agreed with the subject by number or person. When communicating on the Internet, it is

possible to check what is written, but because of the speed of online communication, interlocutors rarely spend time checking their message for grammatical errors.



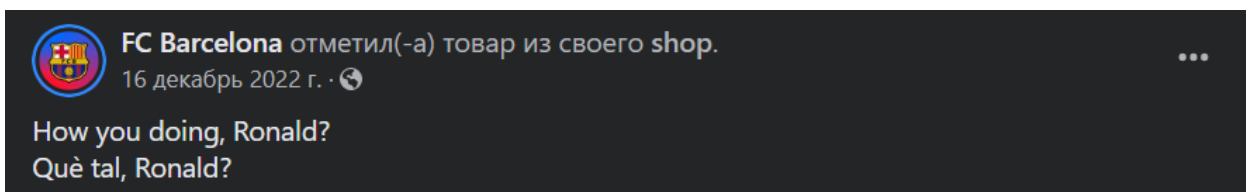
Picture 25. The auxiliary verb “doesn’t” should be replaced to “don’t”, as the word men is in plural form [59].



Picture 26. The verb in 3<sup>rd</sup> person singular must have the -s ending. In this example it would be correct to say “she looks good” [59].

### 3. The omission of the auxiliary verb

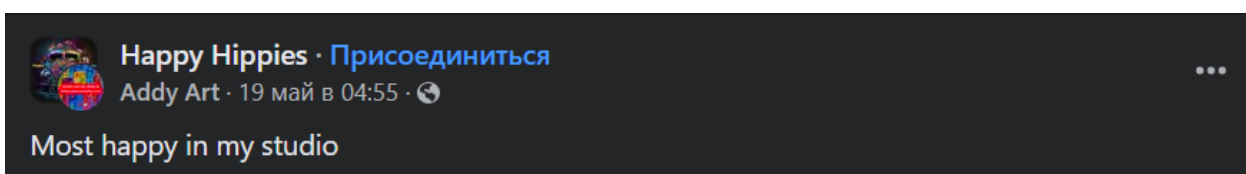
The structure of the English question has undergone the most changes in the process of Internet communication. Due to the speed of the interaction the participants of the communication do not spend time on writing auxiliary verbs.



Picture 27. The omission of the auxiliary verb “are”. It would be correct to say “How are you doing” [57].

### 4. Errors in the use of comparative and superlative forms of adjectives

The use of the comparative and superlative forms of adjectives, different from the norms of the language. For those who learn the language, the use of comparative form adjectives is formed according to certain rules, while for native speakers these rules undergo some changes and are simplified. This morphological feature is reflected in the Internet communication process, indicating the development of the language by its native speakers.



Picture 28. In this example the superlative form of the adjective “happy” is written as “most happy” instead of “happiest” [57].

## **2.4. Influence of media literacy of English native speakers on the Internet on the spoken English language**

Language on the Internet actively interacts with spoken language, which has a huge impact on written speech. D. Crystal uses the term «Netspeak» to describe the language used on the Internet. To some extent, it is a combination of «speech + writing + computer-mediated properties». Text in digital communication differs from other types of text, it is more than just a mixture of speech and writing; it exceeds the traditional limits of text distribution [15].

Several features of Internet communication as a kind of speech can be distinguished:

1. Graphic design features of the written language (page design, spacing, use of illustrations, color, etc.);
2. Spelling features (alphabet, capital letters, spelling, punctuation and fonts);
3. Grammatical features as numerous possibilities of syntax and morphology (structure of sentence, word order and word change);
4. Lexical features of the vocabulary of the language (a set of words and idioms used in various forms);
5. The features of the discourse as the structural organization of the text (consistency, relevance, structure of paragraphs and logical development of ideas) [15].

Nowadays, verbal communication on social networks has become a usual phenomenon via voice messages and voice chats. Thus, in addition to the five characteristics listed above, two more can be distinguished:

1. phonetic characteristics (voice, speech register and voice modality);
2. phonological features of the sound system of a particular language (the characteristic use of vowels, consonants, intonation, stress and pause) [15].

Social media allowed users to play with morphemes and morphological word formation, invent new words and combinations to simplify the expression of their

thoughts and feelings. For example, one of the most common ways to change a word's elongation is by repeating a letter to a root or affixes. This technique is used to emphasize time or convey emotions. Also one of the most popular and used ways of communication in social networks abbreviations that can play the role of whole phrases («pls», «LOL»).

The interjections in social networks have no less role than in real communication. With their help users can express their attitude to the topic of conversation or emotions without unnecessary words and sentences («blah-blah»). Sometimes communicators use the CapsLock button function to express their emotions more («LMAO», «NOOOOO»).

### **Conclusions to part 2**

In order to learn more fully and deeply the peculiarities of English in digital communication, changes have been studied in the main sections of linguistics: morphology, vocabulary and syntax. There was an analysis of hundreds of comments from social networks such as Instagram, Twitter, YouTube and Facebook.

Communication, which is not limited to time and geography, develops a linguistic picture of the world of the user, introducing new concepts into his life. The most common features of literacy in social media are the omission of the apostrophe and the use of abbreviations. Both of these phenomena are designed to save text time. They also do not affect the understanding of content and do not prevent communication between communicators.

Interjections and lengthening of words are used to convey the emotional color of the message, with the help of these features the user can embed his emotions, which when spoken would convey through the tone of the voice.

The most common lexical features are neologisms. Abbreviations are also one of the main features, their frequent use is due to the user's attempt to shorten the time when writing comments. In addition, one of the most significant features are abbreviations that are used not only in Internet communication, but also in real communication. Abbreviations serve as abbreviations of words and expressions, names.

Due to the interaction of language on the Internet with spoken language, it has a great impact on written language. Social networks have enabled users to change morphs and play with morphological word formation, invent and invent new phrases and acronyms to simplify the expression of their thoughts and feelings. Many users ignore rigid language frames while writing comments, using a more free style. Thus, rules of language use in digital communication are only partially present.

The main change in syntax is users ignoring rigid frames when writing sentences, using free style of writing when communicating in social networks. Lexical features may be well traced on Twitter, where it is necessary to briefly state your thoughts, since «tweet» is limited to 140 characters. People shorten words differently or even come up with new words.

Thus, the rules of using English in social networks are only partially followed. Users use different types of word abbreviations, combine words into new ones, give them new meanings, and use capital letters in the middle of sentences to express their emotions.

## **CONCLUSIONS**

As part of this work, a linguistic analysis of the comments of social networks Instagram, Twitter, YouTube and Facebook was performed. The features of the comments were considered on the main linguistic levels: morphological, lexical and syntactic. The study also showed that all social media sites contain basically the same features.

In order to understand the changes in the English language under the influence of social networks better, theoretical fundamental knowledge in the field of communication was studied: the phenomenon of English literacy, digital and social media literacy and multiliteracies, the linguistic picture of the world and common features of Internet communication.

The creation of digital communication has led to the creation of written spoken language, which considers the features of both spoken and written speech. Despite the fact that the language in the digital space acquires a written form, it is closely related to spoken language, which brings its features to the text.

The language picture of social media is expressive, and users use certain lexico-stylistic tools to express their views on content or destination. As a result, the language picture of digital communication is emotionally saturated - users use phonetic, lexical, morphological and syntactic units of language to achieve their goals. An integral part of digital communication is the word-creation, which is used by communicators to create a new concept or add certain traits to old words.

Social networks affect all linguistic domains, but the most important influence is on vocabulary. The vocabulary in digital communication is fluid, which is why the composition of the English language changes greatly under the influence of external factors. Many words, which were considered neologisms five years ago, are now actively used both in oral speech, becoming common native speaker and becoming typical, as well as in scientific articles. Many words influenced by social networks, in addition to the main meaning received additional, which is used everywhere in digital communication. It is worth noting that the vocabulary of the English language in social networks is heterogeneous, as users often use jargonisms and abnormal expressions in comments.

At the morphological level, changes have affected the word composition: users can lengthen words by repeating a single letter to express their emotions and attitudes towards the addressee or the topic raised. Abbreviations are used to save time, users tend to respond as quickly as possible, but it is worth noting that such changes do not disrupt the exchange of information between communicators, sometimes, on the contrary, help to better understand the essence of the statement. An excellent feature is the frequent use of interjections by users as a way to convey emotional color.

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## **SUMMARY**

In the modern rhythm of life the advancement of information technology and telecommunication networks has offered humans additional chances for communication that are relevant to both traditional and modern modes of communication. Social networks are being developed as a result of the advancement of digital technology, with the aim of facilitating the sharing of information amongst communicators via text, video, graphic symbols, and audio messages.

Literacy has traditionally been defined as the ability to read, write, and understand using a language code or alphabet, as well as the use of print media. The skills required to use social media have now been added to the definition of literacy.

International literacy is now seen as a versatile set of abilities and methods that are intimately related to context and purpose. Now the majority of people reside in "constantly connected" homes with more than 500 TV channels, high-speed Internet access, and mobile devices that provide interactive on-screen activities at the touch of a fingertip. Information and communication technologies (ICT) and the digital domain are two areas where media literacy is used nowadays and they are even taught in schools to kids, because being a functional user, meaning-maker, critical analyzer, and transformer are among these media digital competences.

Nowadays is the time of mainstream of media and digital literacy. Many scientists devoted their works to the phenomena of English and social media literacy. These scientists are Livingstone, S., Wilson C., Rintaningrum R., Gurak, L.J., Gillen, J. & Barton, D., Lipka L. and others. However, despite the interest of many scientists in the study of literacy, it is still not fully investigated. Thus, this work was done to investigate the English literacy and compare it to the media literacy and its development due to the emergence of technology and social media during the last century.

In this work research methods are based on the method of critical analysis of theoretical works of different scientists that considered the phenomenon of English

literacy and literacy in social media and on the Internet. Descriptive and interpretive research methods are used to observe, analyze and classify individual linguistic cases of social media literacy in order to further interpret them in a language picture in the English-speaking social media world and systematize the linguistic means of social media literacy.

As part of this work, a linguistic analysis of the comments of social networks Instagram, Twitter, YouTube and Facebook was performed. The features of the comments were considered on the main linguistic levels: morphological, lexical and syntactic. The study also showed that all social media sites contain basically the same features.

Communication on the Internet and in social media develops a linguistic picture of the world of the user, introducing new concepts into his life. In order to understand the changes in the English language under the influence of social networks better, theoretical fundamental knowledge in the field of communication was studied: the phenomenon of English literacy, digital and social media literacy and multiliteracies, the linguistic picture of the world and common features of Internet communication.

Social networks affect all linguistic domains. The most important influence is on vocabulary, as in digital communication it is fluid. As a result, the composition of the English language changes greatly under the influence of external factors. The English language in social networks is heterogeneous, as users often use jargonisms and abnormal expressions in comments. Many words and phrases created by social media users are now integrating in the English language and are now actively used in both oral and written speech, so they are becoming common.

The current vocabulary, originating from social media, reflects the new opportunities that the development of digital communication offers to users. The addition and use of neologisms on social networks and dictionaries confirms the importance of Internet communication for the development of the English language. The lexical units that English native speakers are using in oral speech, are constantly seen when using communication applications. It should be noted, the more often

lexical units are used in oral speech, the more popular they become and, consequently, registered in dictionaries of modern English.