Marshall McLuhan´s Vision: Language without Communication Barriers

Tereza Sládková

Bachelor Thesis
2014

Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně

Fakulta humanitních studií

Ústav moderních jazyků a literatur

akademický rok: 2013/2014

ZADÁNÍ BAKALÁŘSKÉ PRÁCE
(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Tereza SLÁDKOVÁ**

Osobní číslo: **H10815**

Studijní program: **B7310 Filologie**

Studijní obor: **Anglický jazyk pro manažerskou praxi**

Forma studia: **prezenční**

Téma práce: **Vize Marshalla McLuhana: Jazyk bez komunikačních bariér**

Zásady pro vypracování:

Prostudujte odbornou literaturu.
Vymezte základní pojmy a formulujte hypotézu.
Popište McLuhanovu vizi o globální komunikaci.
Analyzujte a specifikujte zkoumaný materiál.
Proveďte shrnutí a závěr.

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Crystal, David. 2001. Language and the Internet. Cambridge: Cambridge University Press.
Crystal, David. 2003. English as a Global Language. 2nd ed. Cambridge: Cambridge University Press.
McLuhan, Marshall, Lewis H. Lapham. 1964. Understanding Media: Extensions of Man. Cambridge: MIT Press.
McLuhan, Marshall, and Quentin Fiore. 2001. The Medium Is the Message: An Inventory of Effects. Corte Madera: Gingko Press.
Miššíková, Gabriela. 2003. Linguistic Stylistics. Nitra: FF UKF

Vedoucí bakalářské práce: **Mgr. Hana Atcheson**
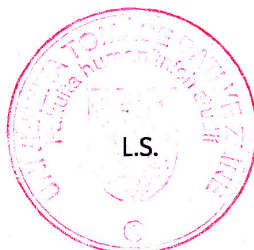Centrum jazykového vzdělávání

Datum zadání bakalářské práce: **29. listopadu 2013**

Termín odevzdání bakalářské práce: **2. května 2014**

Ve Zlíně dne 22. ledna 2014

L.S.

doc. Ing. Anežka Lengálová, Ph.D.
děkanka

PhDr. Katarína Nemčoková, Ph.D.
ředitelka ústavu

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby [1];
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 [2];
- podle § 60 [3] odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 [3] odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že
- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako spoluautor.

Ve Zlíně .12.4.2014   .... *Sládková* ....

1

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

2) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:

(3) Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacího zařízení (školní dílo).

3) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:

(1) Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst. 3). Odpírá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.

(2) Není-li sjednáno jinak, může autor školního díla své dílo užít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.

(3) Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jím dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlédne k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.

ABSTRAKT

Předmětem této bakalářské práce je představení jedné z největších osobností 20. století, Marshalla McLuhana, který obohatil svět o jeho rozporuplné teorie. O jednu z jeho teorií, Globální vesnice se opírá tato bakalářská práce. Cílem této práce je poukázat na změnu a rozšíření jednoho určitého jazyka použitím specifického media, kterým je v tomto případě Internet, konkrétněji online blogy.

Teoretická práce popisuje život Marshalla McLuhana, jeho publikace a také jeho přínos lidstvu. Dále přibližuje tématiku medií a objasňuje rozšíření anglického jazyka a jeho budoucnost. Zabývá se také představením diskurzu, a specifických lingvistických a sociolingvistických fenoménů, typických pro internetovou komunikaci.

Cílem praktické části je analýza vzorků textu tří různých online blogů z lingvistického a sociolingvistického hlediska. Všechny dosažené poznatky jsou prezentovány v závěru praktické části.

Klíčová slova: Anglický jazyk, jazyk, zjednodušení jazyka, Internet, internetová, komunikace, online blogy, globální vesnice, lingvistické fenomény, sociolingvistické fenomény.

ABSTRACT

The subject of the bachelor´s thesis is to introduce one of the greatest characters of the 20th century, Marshal McLuhan, who enriched world with his inconsistent theories. One of his theories, Global Village, is a building stone of this bachelor thesis. The aim of this thesis is to refer on the transformation and expanding of one certain language, English, which is utilized by specific medium, in this case the Internet, concretely online blogs.

The theoretical part describes life of Marshal McLuhan, his publication work and also his contribution to society. Furthermore, outlines media theme and explains spreading of the English language and its future. It also deals with introduction of discourse and specific linguistic and sociolinguistic phenomena, typical for internet communication.

The aim of practical part is analysis of three blog post samples from the linguistic and sociolinguistic point of view. All findings are presents in the conclusion of practical part.

Keywords: the English language, language, simplification of the language, the Internet, internet communication, online blogs, global village, linguistic phenomena, sociolinguistic phenomena.

ACKNOWLEDGEMENTS

CONTENTS

INTRODUCTION

"Societies have always been shaped more by the nature of the media by which men communicate than by the content of the communication." (McLuhan 1967, 9)

Marshall Herbert McLuhan, a well-known philosopher of 20th century, enriched our society with his futuristic theories. It is worth mentioning that most of them became reality. One of McLuhan´s pursuable visions, Global Village, became a natural modification of our society and our language. To shape the society on highly interconnected level, men need certain communication media, in this case, the Internet. The Internet is inseparably the most predominant communication media of the present day, which plays the main role in everyday life of every single human being in the civilized world. Distribution of the Internet has changed the influencing elements such as time, space, place and the choice of a proper medium to the no longer existing elements of the communication barriers. The development and utilization of this media started shaping our society and especially our language. Considering the Internet an American establishment, the English language became the language of the Internet. In connection with this world wide network, one of the mostly used languages, no matter whether American, British or another variety of English have greatly influenced further usage of English in global scale. Spreading of one of the most powerful languages throughout the history and further through the modern era of technology laid the foundation of the superior language used in different kinds of varieties all over the world, getting through cultural communication barriers.

Users participating in a daily social life on the Net help to form the new language of the Internet. Moreover, this language variety could be defined as the "Netspeak". Nowadays, a social life can be easily replaceable by a social life on the Internet. Since the language of the Internet is vast and areas to analyse are endless, this thesis takes into consideration, above all, online blogs. Blogs provide perfect ways of expressing a personal view or sharing information in quality of social groups, and a means of gathering people to interact. Other means of the Internet communication, such as a social networks or chats, are not subjects of the thesis. The process of utilization of English on blogs requires a certain transformation and also an infraction of grammatical rules. The facilitation to communicate on daily bases is, nevertheless, also shaping a certain type of personal vocabulary, used

especially on blogs. Further, the interaction between the author of the blog and the reader can be defined as an establishment of new relationships.

The theoretical part of this thesis deals with the background of Marshall McLuhan's person, his work and theories and the position of English word widely - from the historical perspective, as well as, from the point of future development. Furthermore, the linguistic and sociolinguistic phenomena of online blogs and their analyses are provided in the practical part.

I.   THEORY

1 MARSHALL HERBERT MCLUHAN

The aim of this chapter is to provide a brief life summary of highly important and prestigious philosopher of the 20th century. The insight into the Marshall McLuhan´s life is one of the guides in understanding of his extraordinary and unique intelligence about media and the forming of society due to the media. The bibliography chapter of this theoretical part offers a selection of most important books to demonstrate his enormous ability to bring new perspectives in the futuristic theories.

1.1 Life of Marshall Herbert McLuhan

Herbert Marshall McLuhan undoubtedly belongs to the most influential authors of the twentieth century, who were concerned with the interactions between human being, population and communication. McLuhan can be classified as a philosopher, who interpreted changes in the human society throughout modification of the media which are available to the western society at given historical times. His approach examines the historical development of society model, which is based on consecutive kinds of dominative communication forms. (Jirák 2011)

Herbert Marshall McLuhan was born on July 21, 1911 in Edmonton, Canada. At the begging of his student life McLuhan planned to become an engineer, but after he disclosed his remarkable endowment for the study of literature, he graduated in 1934 at Manitoba University in Canada with M.A. degree in the English literature. Later on, his next decision was to leave for England, where he passed a postgraduate study at the University of Cambridge and earned a Ph.D. title. (Gordon 1997)

The intellectual confidence and the self–reliance, which McLuhan gained here, obtained from the brilliant association of people at The University of Cambridge: F.R. Leavis, Sir Arthur Quiller-Couch, E. M. W. Tillyard, H. J. Chaytor and especially one important person at that time, the founder of new criticism, I. A. Richards. Thereafter he concluded to come back to the USA. In 1936 McLuhan started teaching at the University of Wisconsin. In 1946 St. Michael´s College at the University of Toronto evinced interest in McLuhan and this college became a place, where he stayed for the rest of his teaching career. (Gordon 1997) Work of Harold Adam Innis, a famous Canadian political economist and expert in the field of media communication, became an influencing element in Marshall McLuhan´s works. His interpretation of the changing society - from the oral form of communication to written – become a provocative issue for the academic sphere of the

1960´s. (Jirák 2011) At the begging of the 1960´s the name of Marshall Herbert McLuhan was not renowned for the majority of the world. Nevertheless, the name was known to his students at the University of Toronto and also in the shaping group of his academic fans who observed his literature work in a trimestral magazine with a very low budget. (Rogaway 1969) According to Jirák (2011) due to McLuhan´s defiant theories and ideas, McLuhan was considered a representative of "Toronto school", which developed a new approach to the importance of the communication in everyday life, providing that the psychological and social conditions formed the way of communication.

The fame of McLuhan was slowly increasing and his works were translated into more than 20 languages all over the world. Due to the interviews on NBC in 1967 and in Playboy magazine in 1969, his popularity had risen even more. The performance in the film by Woody Allen – *Anne Hall* 1977, where McLuhan interpreted himself, brought certain awareness of McLuhan's theories and ideas. As Gordon (1997) McLuhan in cooperation with his oldest son Eric, released many of articles and books. The unusually strong status of Marshall McLuhan in the 60´s and in the 70´s of the twentieth century was admittedly due to his wide range of admirers. McLuhan was thought to be a critic of synchronous society, whereby he becomes an inspiration for the youth generation of 60´s. (Jirák 2011)

Despite the popularity his texts achieved, his published work is written in a hard readable pattern and there are countless numbers of various obscurities, excogitations and more over numerous mystifying historical references. This was what made McLuhan the philosopher of the time. Due to his theories, McLuhan had aroused interest of topmost managers who paid him a presentable amount of money just for his rather futuristic theories or for theories linked to the history. In despite of his popularity among business people, scholastic crinoline humanists denominated his ideas as a range of mental and dangerous theories. (Rogaway 1969)

Jirásek (2011) states that the perishable glory was slowly declining and his texts started to be comprehended as utopian, schematic and speculative. At the begging of the 1980´s McLuhan flopped into oblivion. According to Nndb (2013) In 1967 Marshal McLuhan underwent surgery, when doctors removed a big tumour from his brain. In 10 years later a due to a serious apoplectic stroke, McLuhan was unable to write and read. Marshall Herbert McLuhan passed away in sleep in 1980 on New Year´s Eve.

1.2   The Most Influential Literary Works

Marshall Herbert McLuhan is the author of many bestsellers of these times. His sets of books became considered by many people to be influential as well as controversial. McLuhan´s style of writing is considered to be one of the hardest to understand. His theories are formed as sets of mutually connected tasks. His intention was to display the power of the media and their influence on our sensory organs. Therefore, we might be familiar with some of the most famous McLuhan´s aphorisms: "Global Village" and "the medium is the message." (Teaches 2009)

The first McLuhan´s published book *The Mechanical Bride: Folklore of Industrial Man* was released in 1951. The book deals with the study of pop culture. McLuhan explains, how the visual parts of press and other types of printed text, including comics, advertisements, films, posters, newspaper headlines and articles involving sexual content, are influencing the human senses. (Lovink 2013) The structure of the book utilizes a collection of short essays. (Benson, Conolly 2005) This book was not enough to bring McLuhan famous. The second publication and the first book which opened up the world of fame for Marshall McLuhan is *The Gutenberg Galaxy: Making of typographic Man*, published in 1962. In this book he presents a study which describes the invention of printed text and how this new phenomenon shifts the cognition of human population. (The Electronic Labyrinth 2000) McLuhan argued that the invention of print culture made possible the creation of the public and the organization of the public into a nation. (McLuhan 1962) The author foresaw interconnected world via a network and established new term "Global Village". Another publication: *Understanding Media: Extension of Man* in 1964 represented Marshall McLuhan´s most fundamental piece of work. For the first time he introduced his most impressible axiom of his study – "the medium is the message". (McLuhan 1964) The substantial plot of the media was marginal; this means its content does not have any impact on the socio-cultural environment. The main delivery of the content with the important impact is the medium itself. This point of view was negated by people working in the mass medium field and was refused by critical cultural theorists. McLuhan here also presented his questionable division of media as "hot" and "cool" - based on the assumption that every type of medium needs different type of participation. (Zechowski 2013) One of the McLuhan´s important book is also *The Medium is the Massage* which is a bestseller written in 1967. More than million copies were sold all over the world. The book itself is a proof of graphical presentation that the medium itself has the

same valuable information as the 'message' which the medium can transfer. The author says "societies have always been shaped more by the nature of the media by which men communicate than by the content of the communication." (McLuhan 1967, 9)

There is no question that Marshall, Herbert McLuhan enriched our society not only with his theories, ideas and books, but mainly with his posture towards the historical and futuristic background. Criticized or glorified by scholars, academics and others, his ideas entered the academic field. The contribution, which Marshal McLuhan made, to the mass media society will be discussed for a long time as well as his well-known aphorisms and comments.

2   INTRODUCTION TO THE MEDIA

The following section focuses on the introduction of media as a concept which has a considerable impact on the development of modern society and on the gradual modification of language used in such society. From the historical point of view, the progress and contribution of specific media significantly changed the cognition of humankind. Further, this development process changed the importance of the perception space and the time in the name of the media communication. Even though, different types of media transform different human sense, the significant changes of these scenes could be analysed throughout the recently most powerful media – the Internet. In more detail, the utilization of media for communication facilitates to spread particular language. In this case the most commonly used language of the media, television, broadcasting and the Internet is the English language.

2.1   The Media

The word "media" itself definitely belongs to the most widely used notion of the present time. The medium is a current topic discussed mostly by sociologists, psychologists, journalists and even by politics in all sorts of meanings. According to Jirák (2003) the origin of the word "medium" comes from Latin. The denoting meaning stands for a device, mediator, and mediate factor. Therefore, the notion of this word could be used in different fields of study e.g. physics, chemistry, biology, computer technology and also in the theory of social communication. Consequently, a study field, as a social communication which deals with different variety of interpersonal communication, indicates the medium/media as a thing that facilitates mediation of specific message to a certain kind of person or group of people by using a communication media. (Jirák 2003)

Media, especially the communication media, are inherently inseparable from our life in the present day society. One of the main and original purposes of the media existence is to provide information. The information process has developed to such an extent that this feature occurs in our lives on a daily bases. As a result, this information might be understood as an utterly vital for the function of the majority of social institutions and as the basic instrument for the transmission. The importance of media could also be demonstrated on the surroundings, where the public life events take place on the national and international level. However, the main aim of the media is the fact that it is a momentous source of the social reality interpretation. Therefore, it is a spot place where the

most visible culture transmutation and society values are constructed and saved. (McQuail 1994) According to Burton (1997), the humankind is endeavouring to give, by means of the media communication, a certain exchange and flow of information as well as symbolic contents in everyday life. Consequently, the media might be considered as anything that provides communication or what allows its users to realize the communication process. (Jirák 2009)

2.2   The Influence of Media

According to Bystřický (2008), the media have become a new phenomenon, which not only have the powerful impact on society, but also change the character of sociological thinking and sociological analyses. Still, the status of the media in the present world requires new approaches to exactly determine the situation which is in process. In this case in terms of the meaning and its impact on the society as well as what types of changes media caused. (Bystřický 2008)

The interest of professionals and amateurs concerning the function of the media, the effort of the legislative branch to regulate media communication and to influence the medium itself as well as buying of hoarding and medium option or the struggle of citizens against excessive violence in the media – all these features are based on the definite persuasion that media have the significant impact on, whether it is an individual or the whole society. After this manner, the media might influence behaviour and attitude of an individual. Further on, the media can also extend scope of knowledge, help to educate, set the life styles. But the media could also horrify, evoke and provoke thrill or modify important information. Last but not least, the media are instruments used in order to associate or separate communities of people. The main purpose of this concern is the fact that all variations of media have always made meaningful impact. (Jirák 2003)

2.3   The Mass Media

There are several theories concerning the history and development of mass media. Some of the authors associate the formation of mass communication with the invention of print. However, a more realistic theory regarding the beginning of the mass media era would be the innovation of films and broadcast in the first part of the 20th century, thus the time when the amounts of consumers reach of the millions. Even though the development

of mass media is intricately dateable, the main advancement of this field came with its massive usage. (Břečka 2009)

The determination of a word "mass media" generally means periodic press, in particular newspaper and the magazines, radio and television. These days, the connotative meaning shifted and the term is more often represented by the Internet. Historically and sociologically, the mass media offer forms of communication with its characteristic features. In principle, the availability of certain media depends on technical and distributive options. However, the main aspects of the characteristic features might be the progress of creating a productive process which allows mass media to produce current topics in a short period (e.g. daily press) or even more it allows parallel updating of information with stress on the most important things. Basically, the modern society distinguishes itself by the specific style of communication. Distinctive style of communication based on availability of any information merely for everybody. This way of communication is enabled due to the invention of communication devices which allows addressing vast groups of recipients. The recipients have the feasibility to get comprehensible and attractive contents due to the development the mass media such as periodical press, later film, broadcasting and television. (Jirák 2009)

2.4   The Internet

According to Danet and Herring (2007) the Internet is probably the most influential mass medium of this time. It is almost unlikely, in the modern society, not to be a constituent of this spread mass media communication device. More than one billion people, approximately one-sixth of the world, use the Internet to communicate. Therefore, it might be the fundamental source of researches in analysing language through the mass media. The main significant part of the Internet users lives in the United States, almost 22% of the total number. (Internet World Stats 2012) The principal point of the large number of the users might be the fact that the creation of the Internet originated in the United States. This fact also further influenced the impact of the English language on the Internet. (Danet, Herring 2007)

From the historical point of view, the Internet is tightly connected with the transformation of society. The exchanging information process is growing faster at the same level as the operation with the information. The modern world, which as well as its society uses the communication process in order to obtain information, is even more

interconnected these days resulting in a decrease of distances between places. Computing technology, including the Internet as its fundamental component, is not already oriented just on the computers, periphery and on the system, but it is becoming characteristic of the way of its existence. (Negroponte 20011) The concept of time, as the most of human population perceive the concept of time, is changing just the same as the concept of space and information, mainly due to the development of the Internet and the gradual rate of its usage. The history of the Internet is, on one hand, the history of the technical development, and on the other hand, depending on the point of view, also the history of society development which, nowadays, is closely interrelated to the Internet. According to Břečka (2009), another line of the history of the Internet is demonstrated by the evolution process of communication, in general, with retrenching addiction in the space, time and the transformation of human relationships. Based on the provided evidence, the Internet itself might be considered to be a controversial topic with diverse approaches.

 Danet and Herring in their work The Multilingual Internet: Language, Culture, and Communication Online (2007), mention that many general approaches of the scholars regard English language as the powerful tool of the Internet and the utilization of the Internet could be used for the enlarging of the English language. It is mainly given by the number of the users on the Internet using the English language for communication, whether as a native speaker or non-native speaker. Therefore is the English language considered a lingua franca of the World Wide Web world – the Internet.

However, some of the scholars look at the spread of the one powerful language as the discomfiture and the loss of the minority languages, which could lead to a complete extinction of these smaller languages. Nevertheless, most of the important theories might be taken as concernments which could advertise to the outset of the globalization process due to the spread of the English language on the Internet. (Danet and Herring 2007)

For a consideration of these two theories, it seems that the scope of the English language on the Internet brings us a big advantage and also damage of old roots in the way of lost languages. On the other, becoming English as a lingua franca on the Internet helps people entirely change the meaning of borders, time and space. The usage of only one language on an international level will develop a society without any communication barrier.

3   THE VISION

Providing a comprehensive understanding of McLuhan´s Vision about the Global Village, and giving an insight into fundamental theories and theses how the present day life is being influenced by the media, allow readers to understand spreading of the most widely used language – English. Due to historical and social-cultural context of the English language, the world is becoming open to every individual. Communication skills and the ability to learn and use English all over the world enable people to be connected no matter what nation they are and what their mother-tongue is. This approach of spreading one language around the globe creates a possibility of closely linked society.

3.1   McLuhan´s Global Village

"'Time' has ceased, 'space' has vanished. We now live in a global village...
a simultaneous happening." (McLuhan 1967, 63)

In the 1960´s McLuhan preached an idea about the end of printed culture. This notion was based on the development of electronic technology, devices and media replacing the cultural cognition from visual (printed text) to oral and aural (spoken text). Further on, McLuhan´s contribution might be demonstrated on another prediction concerning this new era of the electronic technology strongly associating the humankind with social organization with a common identity, including the element of "tribal base" - The author denominated this new community as a "Global Village". (Victorsira 2012)
To understand the whole term of "Global Village," first, it is necessary to distinguish what meaning is connected with the term "village". It might represent an idea of a small venue where mankind could communicate and react to the events and information at the same time as they happen, and also a place where mutual familiarity reaches a relatively high level. Furthermore, according to Benjamin Symes, the concept of "Global Village" signifies a theoretical image of the public on the edge of social awareness, where all participants know each other so well that together they create a society on the global scale. (Symes 1995) In other words, McLuhan´s idea of "Global Village" refers to promptitude of the senses, which are directly connected with the speed of media we are using. The media, such as the Internet, a telephone and a television enable the population to contact people from other continents. The globe has, to a certain extent, "shrunk". Not only distances are being shortened, but also society keeps at the disposition of possibilities, which were

unfamiliar to us or not available. While sitting at home, it is possible these days to have a cup of tea with a president or to travel around the world. Moreover, the society tends to be interdependent on technologies that provide the opportunity to participate in the daily process of the global communication. (McLuhan 1964)

Subsequently, one of the major media, which serves in terms of connecting population, is the Internet. The internet represents the medium supporting a major part of community connected on the global scale. According to Benjamin Symes, discussing the "Global Village," one of the most significant theories concerning the Internet is an idea regarding the feasible ability of Internet to dissociate concentraded power. In the case of this situation, when the power would be dived, it could be subservient to humankind, in shaping community with the integrated basis. (Symes 1995)

3.1.1   Medial Era

Recently, every single day of our life is proving to be influenced by media, whatever the interpretation. The medial era, especially influences sociological approaches, which are trying to find support mainly in systematic theory. Bystřický (2008), notes that the sociological concept of the media includes some of the modernization and simultaneous globalization aspects. The formation process of new media and new technologies along with mass media and its impact provide a certain possibility of the creation of new sociological theories, such as the alternation of languages through the mass media. This alternation concept might be a fundamental aspect of the globalization of the society. (Bystřický 2008)

3.2   Language in Global Village

Focusing on the alternation of the language, it is important to understand the meaning of the term "Net language". The facts that the media are tightly connected to the culture changes, and consequently, one of the main points of the change is the language modification, have been already explained. Furthermore, it is important to consider the fact that all inhabitants of the village around the world have different dialects, which may vary based on the place of living. Subsequent, consideration should include the reality that inhabitants of the Global Village have also some kind of their own dialect which might be called as the "Net language". (Crystal 2001)

3.3   Net Language

To fully understand the comprehensive knowledge concerning the use of the language on the Internet, it is necessary to explain the notion of the computer-mediated communication. The computer-mediated communication (CMC) adverts to produce the language through the Internet. From the linguistic point of view, the communication through the Internet involves the language with typographical mistakes, for example, punctuation. Therefore, regarding the text on the Internet, it might be characterized as informal, or even vague. (Herring 2008) From the perspective of the word "Net language," or as David Crystal points out, "Netspeak" in his book *Language and the Internet* (2001), it is sufficiently functional identification of understanding that the notion "speak" represents the comprehensible involvement of written and also spoken variation. To provide comprehensive information about the "Net language," the system of linguistic expression which is based on different situational elements would be beneficial. Different situations require different variety of speech. As the result, we are aware of what kind of the language we are compulsory to use. Demonstrating on the practical example, the language at the court would significantly differ from the language of the model show commentators. Considering the communication on the Internet as a kind of variety of the language which belongs predominantly into the written medium, it would be subservient to recognize the features of the language variety reflecting the written language on the Internet. (Crystal 2001)

The linguistic studies identify five main types which are determined for the written dimension of the language. Although we perceive the Internet communication as written in the process of the further development, it is possible to state, with some kind of degree certainty, that the spoken dimension of the Internet, and mainly of the blogs, is creating its strong position. Due to this fact, the Internet users are currently able to interact within situations where the spoken language is required. Crystal defines the spoken language and two more types of the language varieties which are worth mentioning. (Crystal 2001)

Language variety features within a written language:

1. Graphic features – including the settings and the visual presentation of the written language. These factors include proper *typography*, *graphic layout*, *spacing*, *pictures* and *use of colours*.

2. Graphological features - refer to the different use of an individual. The choice of the features could be distinctive in the use of rules of *spelling*, *punctuation*, *capitalization*, *word breaks* and *emphasis*.

3. Grammatical features – including the scope of syntax and morphology. The grammatical features are sets based on distinctive use of *word order* and *sentence structure*.

4. Lexical features – refer to the established set of words and *idioms* with the defined utilization of the variety. In other words, these features represent the vocabulary of the language.

5. Discourse features – refer to the defined use of the rules as *coherence* and *relevance of the text* and also *paragraph structure*. It is based on *structural organization*.

6. Phonetic features – including characteristic features of the spoken dimension. Set in the use of *voice concept*, *voice quality* and *vocal register*.

7. Phonological features – refer to the sound circuitry of the separate language. These terms are based on the different use of *vowels*, *consonants*, *intonation*, *stress*, *and pause*. (Crystal 2001)

It is merely certain that the Internet communication, or the Internet language, might be considered as unique with respect to the Internet language styles. There is an amount of varied styles as concerning speech, writing and dialects. (Crystal 2001)

3.4 Linguistics Phenomena in the CMC

As have been pointed out, the Internet communication might be considered written and spoken depending on the interpretation. Regarding the written form, the users cannot use the paralinguistic aspects to express their attitude as possible within the verbal face-to-face communication. As the result, the participants are fostered to create special types of symbols and new vocabulary in order to replace the paralinguistic aspects. The computer-mediated-communications (CMC) reflect the development process which brings many of the linguistic changes that do not follow the appropriate linguistic rules. Therefore a new style of the language influenced by Internet, time and space is being created. (Crystal 2001)

From the linguistic point of view, within the Internet communication, and mainly in the informal online blogs, the main areas of this phenomenon could be found.

3.4.1 Phonological Phenomenon

Firstly, the phonological phenomenon needs to be considered. The users of the Internet communication are continuously creating new words and the terms in order to replace long

phrases by using homophones letters and numbers with the view of shortening sentences. For example, 'C U L8ER', where 'C' is the substitute for the expression 'see', 'U' replaces the pronoun 'you' and the compound of letters 'L8ER' stands for 'later'. Another phenomenon would be the total change of a given word, or sometimes even a sentence made by the reduction. For instance 'y' which refers to the word 'why' and the term 'dunno' stands for whole the sentence 'I do not know'. The users tend to create a new vocabulary for the main reason – time saving. (Crystal 2001)

3.4.2   Lexical Phenomenon

From the lexical point of view, the phenomenon of CMC allows for the occurrence of *metaphors, personification, vulgarism, acronyms*, *initialism* and *graphic abbreviations*. According to Crystal (2001), such an abbreviation in the language could be implemented on the words, as well as, on the whole sentence, demonstrating this phenomenon on the practical example 'OMG' (Oh my God). One of the reasons for the usage of the abbreviation of the words and the sentences could be the sociolinguistic study, respectively connected with the community and the identity (see in chapter IV). This principle of creating new words, being understood only by a few members of the Internet group, gave us the ability to create our own communities and become one of the members. (Crystal 2001)

3.4.3   Syntactic Phenomenon

In consideration of the next phenomenon, from the syntactic standpoint, the situation is quite similar as in the paragraph above, i.e. the users of the CMC inclined on the shortening whether in the words or in the whole sentence. On the other hand users of online blogs tend to emphasize sentence e.g. *I do love you*. Another syntactic example of shortening usage would be an omission of subjects in the sentences e.g. *Just got promoted in the job*. Another example would be an implication of inflectional morphemes in shorted forms: "keep on rollin" use of '-in' suffix instead of '-ing'. (Crystal 2003) This feature could by define as contraction, which is also frequently used with term and phrases as *I´m – I am*.

3.4.4   Other Linguistic Elements

In the case of the Internet communication text analysis, from the linguistic point of view, other elements of the grammatical rules alternation could be found. Crystal (2003) mentions a lack of punctuation symbols in the Internet communication, but he points out a larger presence of question-marks and exclamation-marks. Missing capitalization of the personal pronoun "I" is also one of the peculiarities of the CMC, which may be included in

this linguistic phenomenon. Other features concerning CMC and online blogs could be defined in *modality, intertextuality* and *variety of light style punctuation or heavy style punctuation.* (Crystal 2003)

Beyond all these changes concerning the Internet communication, there is a huge increase of the additional linguistic elements, which will be analyzed in the practical part.

3.5   The English Language without Communication Barrier

Everyday life is influenced by the power of English language use. The historical context provides a countless number of the important facts which caused the spreading of the English language. It creates varieties of English language which are considered to be an interesting field of study. The historical records established the strong bases for the spreading of the English language due to the process of British colonization which ended in the 19th century, and also due to the USA becoming the leading economic power in the 20th century. The other significant aspects of the power assistance of the English language might be the culture and the social development all over the world based on the utilization of the language through the Internet communication. Nowadays, the English native language inhabitants represent more than 70% people all over the world. These significant facts about the language power might be a fundamental pillar in establishing English as the Global Language with the side long effect of becoming whole world as a one English speaking nation, regardless of English language being used as a second language or a foreign language. (Crystal 2003)

3.5.1   History of Spreading the English Language

The historical record indicates the begging of the English language spreading with the British colonization around the world. The missions from America to Asia and other continents, including Africa and South Pacific in the 19th century started the spreading of the English language. The main purpose of these missions was to expand the power and the wealth of the Great Britain as a global leading power. However, the colonization did not bring just the wealth and the power, but also provided an image for the English language as the language spoken around the world. Further, in the 20th century the English language was accepted by many other states and countries as the official or the semi-official language. (Crystal 2003)

According to Graddol (1996), the first attempts of establishing the colonies were in the begging of the 17th century when the England settlers started to inhabit North America.

However, the English colonists were not the first ones on the American continent. The first colonists, who came to the American continent, were the Spanish. The arrival of the Spanish colonization just highlighted the fact that other spreading of the language came to the American continent.

The following expedition into the new world and new colonies establishment were brought by British colonization into the southern part of the globe, more particularly to Australia. In comparison, in the middle of the 18th century, the southern globe hemisphere was not as influenced as the northern part of the globe. Nevertheless, the English language itself developed as the everyday spoken language and nowadays there are more than 80% of British inhabitants. Even though there are an enormous number of different languages, English is still regarded as the official language of the Australian continent. (Carbone 2006) Through the global spreading of the British colonies, the English language got also feasibility of adoption in South Asia. From the economical point of view, trade and transportable wealth facilitate to develop English in the Indian subcontinent. Although, there was struggle regarding a usage variety of English – English Hindi and the other languages. The English language in Asia, mainly attract young people, who found English as an advantage in the modern world of media communication. By the beginning of the 19th century, Africa was affected by the English language as well. British English and American English were mainly adopted in West Africa as the official language by six states: Sierra Leone, Ghana, Gambia, Nigeria, Cameroon and Liberia. In a number of countries, British English demonstrated its influence due to the consideration of the English as the official language. (Crystal 2003)

The English language established strong bases around the whole globe. Without no doubt, the process of British colonization in the 17th and 18th century, and also the era of industrial revolution in the 18th and 19th century as well as the process of the USA becoming an economic leading power in the 20th century, enabled English, whether British English or American English or even its varieties, to turn into the strongest language of the world.

The map shows spreading of American and British English through the history around the globe. (Crystal 2003) (See Appendix 1)

3.5.2 The English Language from Global Scale

According to the wide spread of English, under the authority of the historical context and also the entrance of the mass media communication, many linguists prognosticate the extinction of more than 6.000 spoken languages in the next century. Approximately, more than 100 languages have already been extinct and many others are on the edge of the disappearance. (Erickson 2000) To illustrate the controlling power of the English language around the whole world, the Indian linguist Braj Kachru presents the three "circles" of the English language. These circles display the foundation of English and its development through the different areas. (See Appendix 2)

Even though the approach does not include all countries, and in the process of further spreading every year would change the total numbers, the illustration of the spreading process was found as a benefit.

1. "The inner circle" illustrates the fundamental countries where English is considered a mother tongue. This area involves especially United Kingdom, United States of America and also Ireland, Canada, Australia and New Zealand. (Crystal 2001)

2. "The outer circle" includes countries where the English language largely interacts in the everyday life as a second language. The non-native speakers with the utilization of English in administrative organizations originate from Malawi, India, Singapore and more than 50 other places. (Crystal 2001)

3. "The expanding circle" refers to the countries which do not have any connection with the historical context of the spreading of English as it is in the "inner circle". Also, these countries do not consider English as a second language. The status of the English in these countries is as a language taught as a foreign language. However, the consideration of the number in an expanding circle depends more on the current situation which is every year totally different due to the dispersion of English among the media users. This circle concern Poland, Greece, Japan, China and more others countries are added every year. (Crystal 2001)

However, this approach may have many exceptions. Approximately, more than 75 countries and areas belong to the "special place" of the circle. This place refers to the areas where English is simultaneously used as a second language and also as a foreign language. These areas are unable to be clearly considered as English speaking countries, based on political independency, whether the English language should be used as the inner circle or

outer circle. Such an example of the country with the status of the "special place" might be Tanzania. Although, the English language once achieved the primary status in Tanzania and has lost this status, the influence of the language was so strong that the usage became part of the everyday life together with the primary language in the country. (Crystal 2003)

3.5.3   Future of the English Language

"There has never been a language so widely spread or spoken by so many people as English. There are therefore no precedents to help us see what happens to a language when it achieves genuine world status." (Crystal, 1997, p. 139)

As demonstrated above, the English language has very strong roots all over the world. This creation of English knowledge represented a significant milestone in further expanding of the English language in the 20th century. The prognostication of Marshal McLuhan about "Global Village" has become the reality and even more people face the fact that we are now living in the process of the globalization where English is taking the main part. The approach of the Internet and huge rise of the use of this medium brings people a new level of the communication regardless of space and time. English is, as a matter of fact, a priority choice for people who want to communicate throughout the whole world. The question is: How will the English language change in the future?

The contemporary position concerning English has already changed, in the connection with the number of the native speakers, the number of the second language speakers and also the speakers who use English as a foreign language. Beyond of all statistics and theories, it can be very hard, in the present days, to clarify certain number of native speakers and non-native speakers using English as second or foreign language. Spreading of English can be from year to year alternative. Considering further English language and its use on the Internet which also helps in spreading, the Internet world statistics indicate the use of English language with 565,004,126 users on the Internet. In comparing to Chinese with 509,965,013 users can be English language defined as the most utilized language via the Internet. (Internet World Stats 2011) In reference to the video: "What is the future of the English language?" Ben Bowlin states that in the consequence of non-native English speaker's predominance, China and India have become the world´s largest English speaking country. Provided that the increasing number of the non-native speakers

is going to continue, we have to identify the variety of dialects of the English language. Therefore, it might be presumable that English in the future will be formed and shaped by the non-native speakers. This phenomenon could lead to a total change of the English grammar, syntax and other rules. In other words, instead of having one standard version of English there will be a diverse variation of dialects created based on the English Standard. (Bowlin 2011)

4 SOCIOLINGUISTICS OF ONLINE BLOGS

The strong position of the language seen as the most powerful tool for the communication is given by the distinct usage of itself. Therefore, as a part of the linguistics, we also have to consider chapter, which deals with the sociolinguistics of online blogs. The notion of sociolinguistics is very hard to define due to its very large scope of the study. Nevertheless, one of the descriptions of sociolinguistics could by defined as a study of analysing conception as an identity, power class, status, gender, politeness etc. (Wardhaugh 2006) However, due to the anonymity in the CMC, it is very hard to study features such as age, gender and region to determine the exact language variation. Therefore sociologists have to also analyse authenticity of given information on the Internet. (Androutsopoulos 2006) The sociolinguistics should facilitate us to perceive principles of the linguistic studies. Social aspects of the language appear in the written and spoken language on daily bases, the question is, whether we could find same aspects in the Internet language or in the CMC, to be more precise in the online blogs.

4.1 Community

One of the most important aspects of the Internet communication is a community. From the sociolinguistic point of view, we can use the term "speech community" as sociolinguistics does. According to Wardhaugh (2006), a speech community can be seen as a group of two or more members with the common activities for which purpose they could gather. From the sociolinguistic point of view, the Internet communities could be seen as gathering members of groups with the same topic to discuss in order to create places and blogs on the Internet. (Androutsopoulos 2006) The fact that the online blogs are created for the purpose to share the common interest and topics could be the main aspect that determines community in the virtual world.

4.2 Identity

Based on the different situation, place and time; people might have more identities than one. We can distinguish 2 types of identities: the first one would be personal which is providing a status of how we consider ourselves; the second one explains the status of how other people see us, and is called social. (Meyerhoff 2006) Most of the people tend to rely on their social identities. Every action which we do is usually observed and consequently judged by others.

The situation on online blogs would be at the same level as the situation with social identity. Due to the anonymity of the Internet, people could use their blogs as the other identity of their selves. The change of the identity might be seen as a wall behind which people are trying to hide their real ones identity. The author of the blog identity is hidden; therefore, we have to assimilate with some matters, e.g. language choice. Gender aspect is closely related to the identity in the sociolinguistic field. (Androutsopoulos 2006)

4.3 Gender

Gender is the first and the most significant thing which people notice about others. This fact is so obvious that we do not need to even think about it. However, in some cases on the Internet, it could be difficult to determine gender, due to the usage of nicknames. (Trudgill 2000) The guide to this issue might be a distinction based on the different features of the writing style between man and woman. Typical features of the women writing style might be way of politeness and friendly way of the communication. Female users are more neutral. On the other hand, male users tend to be more competitive, mainly with the arguable statements. (Herring 2000)

4.4 Language Issues

In the recent era of the Internet communication, we can distinguish different types of trends. One of these types stands for the strong power of the English language on the Internet due to the availability of the websites - most English. Therefore, lots of translation tool and software programs are created to extend number of online users in countries where English language is not well-known. Nevertheless, not every non-native speaker who could use the English language, whether it is writing or only reading, could entirely comprehend the grammar constructions and other kind of vocabulary. Users of the Internet and bloggers are not aware of certain linguistic rules. (Baron 2003) This leads to simplification of the language which is demonstrated in the practical part of this thesis.

4.5 Social Interaction

According to Kim (2000), there is the most advanced theory on the social interaction - "Cues-Filtered-Out theory" the theory founded on the insufficiency of social and physical stimulations in the Internet communication. One thing is that people do not have to inhibit their behaviour and the other one is that people are used to communicate through the body language and through typical features of voice including pitch, stress, pausing etc. (Kim

2000) Therefore, due to the inability to connect with the address face-to-face communication users of blogs and authors of the blog could behave more casually and release.

5 INTRODUCTION TO THE DISCOURSE, DISCOURSE ANALYSIS AND DISCOURSE OF BLOGS

Following chapter focuses on the explanation of the notion of discourse, discourse analysis and especially discourse of blogs, which will be important for the main chapter - practical part i.e. analysis of online blogs.

5.1 Discourse

First of all, to get comprehensive knowledge about discourse analysis, a brief explanation of what exactly discourse is would be worth mentioning. According to James Gee (2011), conception of discourse is linked to identity and action. In other words, to fully understand the discourse concept in the case of spoken interaction or written form, we are using different identities, e.g. a given speech in a company would be totally different to a given toast in front of your friends. Providing we are not familiar with the person, we are speaking to at a given moment; it is hard to understand the meaning of the whole conversation. In this case, we can be just familiar with some kind of text.

Widdowson (Widdowson 2007) states that the exact difference between the notion of word discourse and text rely in comprehension. Characterization of the text is stated as an important tool for communication, although it does not have to be comprehensible. At the moment when a spoken form or a written form of the text is understandable, a text can be stated as a discourse.

5.2 Discourse Analysis

According to Gee (Gee 2011), discourse analysis concerns the use of language not just as an instrument of communication, but also as an instrument of comprehension. Gee further states that there is a number of different variation discourse analysis approaches. Some approaches are closely connected to the language and especially in the grammar, morphology, phonology and other linguistic aspects of the language. Other approaches of discourse analysis are more concerned with the social aspects. McCarthy (1991) defines a discourse analysis as a process of a research focusing on a connection between language, context and cultural setting which influence utilization of language. The range of a discourse analysis might differ from a written form to a spoken form.

McCarthy (McCarthy 1991) states there are two main approaches towards a historical overview of discourse analysis, British and American. British approach to discourse analysis is connected with well-known names such as M. A. K. Halliday, Sinclair and Coulthard and also with the Prague School linguists. Halliday´s attitude towards language and his work helps stressed the importance of social language function. Likewise, significant for British approach to discourse analysis were Sinclair and Coulthard, who compiled several patterns for a variety of social spoken interaction, conversation, debates and also for monologues. Discourse analysis in British circles was influenced mainly by structural-linguistic criteria.

McCarthy (1991) mentions important authors as J. J. Gumperz and D. Hymes, who helped in the development of American discourse analysis. American approach to discourse analysis was more engaged in social and cultural background and its participants. It observed daily ordinary speech events, e.g. greetings, tales and discussions which were set in various social backgrounds. This process might be also known as conversation analysis which is the main part of American discourse analysis. American approach significantly enriched the study of the discourse analysis with the demonstration of discourse types, social convention of modesty and also facial features in spoken interaction. (McCarthy 1991)

Discourse analysis is nowadays a wide-spread discipline which examines connections between contexts, cultural setting and the use of language, no matter whether spoken or written.

5.3   Discourse of Blogs

Thanks to the Internet, online blogs, its development and analysing it, has become a trend for present-day society and also has become a current resource for linguistic study. Based on Myers (Myers 2010) the function of online blogs is seen similar to a function of newspapers. It is a different way of getting information with more personal overview where the use of the other links is closely interconnected on the international level, and therefore, online blogs became a place with multiple variations of materials for analysing. Online blogs could be divided into two types. The first one is a type of online blogs which list a number of topics with links to other blogs or websites, listed according to the sight of the particular blog; this form of online blogs is closely similar to news. On the other hand, the second type of blogs is seen more as an online personal diary gathering stories with few

links to the same blog but another article or links to other blogs or websites. These two types of online blogs are further analysed in the practical part of this thesis which focuses mainly on the use of language from the linguistic point of view. (Myers 2010)

The main tool for bloggers is style of writing, in other words, their language. It is necessary to use certain devices, whether direct or indirect, to attract attention of the audience. It can be said that types of political online blogs and other ones, prefer to use formal language and also tend to follow the rules of grammar. On the other hand, other more informal blogs are providing friendly way of writing with more informal language, sometimes with a high usage of vulgarisms and also with high presence of grammatical mistakes which are made unintentional or intentional. Nevertheless, this kind of writing could be the main key of attracting interest of online readers who can be also involved in a certain kind of discussion, and thereby to have impact on the shaping of the used language on the blog.

5.3.1   New Linguistic Attributes of Online Blogs

This chapter is closely linked to chapter 3. According to the academic paper *A Brief Overview of the Linguistic Attributes of the Blogsphere* by Nilsson, new attributes of online blogs can be discussed. Online blogs language or also "Net language" is combination of both attributes form of spoken and written form of communication. To give a list of new linguistic attributes on online blogs it is important to define linguistic characteristics between spoken and written form which is display on David Crystal´s chart (see Appendix 3).

Regarding David Crystal´s chart the list of new attributes could be presented as follows:

Spoken points of view:

1. Time-bound – the use of language on online blogs can be defined as time-bound. New post are presented on the front of the blog (page) for a specific period of time. After this period the post are moved to "archives", where they still can be found by readers.

2. Contains prosody – although the visual form of blogs seems to be mainly of a written type, due to the use of different punctuation and emoticons, bloggers creates effect of spoken form. Spoken utilities as loudness or rhythm bloggers control by using italics or bold type of letter.

3. Socially Interactive – online blogs are creating new opportunities for social interaction.

4. Spontaneous – the new social interaction and dialogues depends on the active part of the blogger.

5. Loosely structured – online blogs could be presented as a sudden action for expressing opinions. They do not need to be planned. (Nilsson 2003)

Written points of view:

1. Repeatedly revisable – one of the advantages, or for some blogger disadvantage, of online blogs can be found in the ineffaceability of the posts which can be still found on the Internet despite bloggers deleting a post.

2. Elaborately structured – the combination of monologues, dialogues, spoken forms and written forms creates a complex illusion of the online blogs with a larger evidence of subordinate clauses, abbreviations, swear words and fancy blogger´s words.

3. Visually decontextualized – in other words, online blogs have a lack of video visualization; thereby there is lack of paralinguistic features.

4. Graphically rich – one of the most popular trends of today´s blogs is utilization of graphical tools, mostly photos which lead to creation of photoblogs.

5. Space-bound – refering to capability of continual provision of services for posting new articles, photos and videos which also have impact on the discourse of online blogs.

6. Factually communicative – as was pointed out one type of online blogs provides kind of news, it can be said that certain facts are discussed.

7. Contrived – there is a time-lag between posting and response. (Nillson 2003)

    Combination of both forms, spoken and written, creates a unique language use in the online blogs.

II. ANALYSIS

6 METHODOLOGY AND DATA COLLECTING

6.1 Methodology

The practical part analyses the linguistic and sociolinguistic features of online blogs. These linguistic and sociolinguistic features, which are introduced in the theoretical part, enable to execute particular data analysis concerning online blogs, more precisely, linguistic phenomena of online blogs including phonological, lexical, syntactic and others features involving mainly intertextuality and typography. The part of sociolinguistic phenomena analysing enables to examine identity, social interaction, and language issues of online bloggers.

Three different text extracts (blog posts) are subject of the analysis. The examples are further indicated and demonstrated by the means of line numbers. Sample 1 (see appendix IV) includes a blog of a teenage girl who is posting writing mainly about herself and her hobbies. Hypothetically, highly informal and ungrammatically rich discourse can be expected. Sample 2 (see appendix V) contains blog posting of an adult woman. The blog the sample 2 was awarded, and is very well-known; therefore, there could be expectations of the utilization of formal language, nevertheless linguistic phenomena of online communication has a huge influence on the writing of bloggers. This feature will be further demonstrated in the analysis. Sample 3 (appendix VI) could be defined as a formal blog posting of an acknowledged professor who is blogging mainly about politics. Though, a formal and grammatically correct language is expected. Each blog post is attached in the appendix (IV, V and VI), therefore before reading through the analysis part is important to read through these appendixes.

6.2 Data Collecting

The data liable to the analysis were collected on three different types of online blogs. Samples 1 and 2 could be generally defined as personal diaries and as a total opposite to the sample 3, which was taken from an online blog formed based on news post. Since the online blogs are available to everyone on the Internet, bloggers were not informed about linguistic and sociolinguistic analysis.

7   ANALYSIS OF LINGUISTIC AND SOCIOLINGUSTIC PHENOMENA

7.1   Sample 1 - Linguistic Phenomena

7.1.1   Phonological Features

<u>Interjections</u>

- ➢ 17   …snackfull churro….<u>mmmmmmmm</u>….before spending…
- ➢ 26   …, but laid back..maybe- <u>AHHH</u>!

Considering the age of the blogger presence of phonological features on the blog was expected. Nevertheless, just two of these features were observed in the sample 1. Lines 17 and 26 display applied interjection, which are, in the most of cases, followed by exclamation mark. In case of sample 1, the use of interjections refers to certain kind of emotion.

7.1.2   Lexical Features

<u>Urban and Personal Vocabulary</u>

- ➢ 2   I´m <u>gonna</u> do a fact file …
- ➢ 5   I split up words to make things just a <u>tincy</u> bit more easier …
- ➢ 8   A <u>sipe</u> lunch with lemon steak sandwiches …
- ➢ 21   There are many more <u>luverly</u> days …
- ➢ 22   … the text in green is rather <u>fanaticaland</u> is not …
- ➢ 31   … photographer, or designer <u>wateva</u> for ASOS …

One of the predominant features of online blogs, generally, is a high presence of urban or personal vocabulary. The use of such a lexical device, frequently, responds to the age of blogger. The meaning of certain words is not always clear, and therefore, readers need to use dictionaries, for example, online urban dictionary. Not necessarily though, lines no. 2, 22 and 31 represent cases when the meaning can be easily deducted. On the other hand, the meaning of line no. 5 *tincy* will probably be just reader's presumptions, because the blogger have applied word, which does not exist in any vocabulary. In this case, the word could belong to personal vocabulary. In the line no. 8 *sipe* and 21 *luverly,* the blogger

applied urban words. According to the online urban dictionary the word *sipe* means "to drink to excess in the company of close friends, often resulting in black out, pizza, arrest and / or whale poaching". (urban dictionary) In this case, line 8 could be interpreted, according to the age of the blogger, in connection with a huge amount of food. Moreover, the word *luverly* is defined as "regional colloquialism of *lovely*". (urban dictionary) In the case of the sample 1, it is useful to use urban dictionary to comprehend the text, especially for non-native speakers.

Quotational Compound

> 4 …it would ruin the whole <u>mysterious-ness-es-i-o-sity</u> of it…

In the line no. 4, an example of a quatational compound can be found, though, not fully grammatical correct. A quotational compound is, actually, combination of two or more words connected by hyphens, in this case "mysterious" and "nessesiosity". Nevertheless, the meaning of the second applied word in this compounding is not completely clear. On the other hand, this example could be also classified as a phonological element. Presumably, the blogger is trying to evoke a certain kind of sound.

7.1.3 Syntactic Features

Contraction

> I´m   (four times)
> I´d   (four times)
> I don´t   (three times)
> I´ve   (twice)
> I can´t   (once)
> aren´t   (once)

From the syntactical point of view, contractions applied in the blog post sample no. 1 can be defined as a most predominant tool of informal writing, although, the contraction are rather used in speech. Even though, contraction is a syntactic feature, typical for speech, there is huge presence of this element in online blogs. Moreover, it is worth mentioning, that a contracted form of two words is considered to be one word.

Missing Subject

> ➢ 17 Then pop to Leisceter square for Ben and Jerry´s with a friend who I don´t see much …

Although the sentence forms full meaning, grammatically it could be defined as one with wrong word-order. The change of the predicate *pop to* to a subject as *to pop to* would create a grammatically correct sentence.

Missing Predicate

> ➢ 8 A sipe lunch with lemon steak sandwiches, spiced wedges (with salsa) and a cool can of Guarana in my hand –lying on a deck-chair in the shade.

In general, the term predicate is defined as a one of the main parts in the sentence. Nevertheless, considering missing predicate in this sentence of the sample 1, the content, together with the rest of the text, still forms some kind of sense, because the blogger is trying to describe one day activity.

7.1.4 Others Linguistic Features

Textual Level – Cohesion and Coherence

In terms of cohesion, the repetitive application of the personal pronoun *I* can be defined as a most predominant cohesive element in the whole sample 1. A part from that, there are other elements of cohesion used e.i. anaphora, junctions, punctuation marks, negation, modality and lexical reference. In the sample 1 high presence of cohesive ties and several intertextual links might be identified. Most of the intertextual links are not explicitly explained, and readers need some kind of a logical presumption to fully understand the meaning of the text. Though, the text sample 1 could be defined as coherent.

Intertextuality

> ➢ 7 … from 9:00 am to 1:00 pm at La Bois beach in Isle De Re (La Rochelle, France) …
> ➢ 12 … back to La Rochelle, with sublime sunset …
> ➢ 14 … go to Covent Garden for shopping …

> ➢ 15 … then hop off to <u>Spitalfeild market </u>for a fun …
> ➢ 17 … spending afternoon at <u>greenich park</u> until …
> ➢ 17 … Then pop to <u>Leisceter square</u> for …
> ➢ 18 … for <u>Ben and Jerry´s</u> with a friend …
> ➢ 19 … get on train to the <u>ASOS head quarters</u> …
> ➢ 28 …-<u>Zoe Kravitz</u>- I love her Dad´s (<u>Lenny Kravitz</u>) songs …
> ➢ 30 …- <u>Asos</u> and <u>topshop</u> …

Intertextuality is a standard of textuality referring to extra linguistic reality. In the sample 1, a high presence of intertextual links can be found, most of the can be logically elicited. In the lines no. 7,12,14,15 and 17, the blogger is writing about a certain place. The line no. 7 could be defined as matter of interest. Further, the reader is not familiar with other lines concerning certain a place. In the line no. 18, most likely, the author refers to the well-known ice cream. Despite the missing explanation, the blogger probably assumed familiarity of readers with the word. Further, the lines 19, 28 and 30 refer to well-known shops, and to popular celebrities.

Links

> ➢ 33 …-**Suzie bubble**- I <3 her blog
> ➢ 33 … the master behind the ´**Runway D.I.Y**´blog

Links are very likely to occur in online blogs. Usually, links refer to another blog, which blogger finds interesting, on the other hand, bloggers often use links as headlines to support their posts. Therefore, links referring to other articles might be considered features of intertextuality. In the sample 1 author of the blog refers to two different blogs with similar interest. Generally, the usage of this feature shows higher authenticity and reliability of the text.

<u>Modality</u>

> ➢ 21 I would love …
> ➢ 22 I simply <u>can´t</u> … You <u>may</u> have noticed …
> ➢ 22 I <u>would</u> love to have …
> ➢ 25 I´<u>d</u> say, …

- ➢ 27 I´d love to work …
- ➢ 30 I´d love to be a model …
- ➢ 32 I could get free clothes …
- ➢ 35 I could write …

According to Miššíková (Miššíková 2003), modality can be defined as the linguistic device for expressing an author´s view of certainty, probability, possibility, urgency and request. In the sample 1, we can observe the usage of the modal verbs to display author´s attitude toward the text. Modality can be also represented by other means e. i. adverbs (apparently, certainly, hypothetically) also by clauses (I confess, I believe, I my opinion) and mood, etc. .

Punctuation and Typography

Light style of punctuation

The lack of punctuation, in the sample 1 displays a very light style of punctuation. Therefore, the text can be defined as highly informal.

Ellipsis

- ➢ 2 … so here it is …….ME …
- ➢ 3 … important………….. ENJOY …
- ➢ 5 … remain unknown……. >My perfect day …
- ➢ 6 … quite afew ……….1. Bacon sandwich …
- ➢ 7 … (La Rochelle, France)….the waves are …
- ➢ 17 … churro….mmmmmmmm….before spending …
- ➢ 17 … park until four….Then pop to …
- ➢ 22 … I simply can´t…..You may have …
- ➢ 25 … I have no idea…I´d say, …
- ➢ 26 … laid back..maybe- AHHH! …

Sample 1 can be defined as a demonstration of the wrong application of ellipsis. The blogger absolutely breaks the rules of utilization of ellipsis marks in number of full stops. Nevertheless, only one ellipsis with the correct usage occurs, precisely line no. 25. Considering means of such a bad application of full stops there is a doubt in selection of

these examples as an element of linguistic features. On the other hand, not taking into account the wrong application, the interpretation of stops markers could be defined as a pause between blogger´s thoughts, or trying to portray dramatic writing. Further, the explanation of correct usage of ellipses is display in the Sample 2.

Exclamation Marks

➢ 3 … ENJOY! …

➢ 8 … and there is just Summer springing out from every where! …

➢ 11 … with sprite and all! …

➢ 23 … I don´t have a job at ASOS, or work yet! …

➢ 24 … what to categorise as! …

➢ 26 …, but laid back..maybe- AHHH!

➢ 32 … if I worked there! …

➢ 34 … blog - so inspiring!

In the sample 1, a high presence of exclamation marks, which generally indicate very strong emotive mood, can be found. Nevertheless, the usage in text could rather be identified as blogger´s substitution of exclamation marks instead of stops.

Hyphens

The sample 1 demonstrates a huge amount of hyphens applied in grammatically wrong positions, in the lines no. 2, 20, 26, 28, 30, 3 and 33. Therefore, readers could be confused by such a usage.

Capital Letters

➢ 1 … do my actual <u>FIRST OFFICIAL</u> blog …

➢ 2 … so here it is……<u>ME</u> …

➢ 3 … <u>ENJOY</u>! …

➢ 14 … divine smells of the <u>LUSH</u> goodies …

➢ 19 … I don´t have a job at <u>ASOS</u> …

Applied capital letters in the sample 1 could be seen as blogger´s attempt to draw reader's attention.

Font Colour

Considering a very noticeable feature of the sample – font colour - in the line no. 18, 19 and 20 atypical font colour of the blog post occurs. Nevertheless, blogger further explains the reason. On the other, the font colour itself, without the explanation, work as a perfect tool for drawing reader's attention.

Grammatical Mistakes

- ➢ 1 jsut (just)
- ➢ 1 relised (realized)
- ➢ 2 e.t.c (e.c.t.)
- ➢ 2 every thing (everything)
- ➢ 19 head quarters (headquarters)
- ➢ 25 absoloutley (absolutely)
- ➢ 25 definatley (definitely)

Grammatical mistakes could be defined as one of the most predominant indicators of informal and grammatically wrong text. Probably, the blogger does not even try to check the spelling and propriety of the text. In the sample 1, a high amount of grammatical mistakes occurs - nevertheless, just a couple of them are demonstrated in the analysis. Some of the mistakes might be confusing and also discouraging in further reading.

7.2 Sample 1 - Sociolinguistic Phenomena

In the sample 1, the reader of the blog could notice the identity of the blogger. In this case, the blogger is female, more precisely, a young teenage girl. The content of the blog is rather a personal diary, where the blogger reveals her identity, interests and hobbies to the readers. The main point of creating online personal diaries, such as http://opheliahorton.com, might lead to rapprochement in the social life on the Internet.

The blogger is applying a certain kind of her own vocabulary and style of writing, which responds to her age. This fact could also help in analyzing of the identity of the blogger. A high amount of personal and urban vocabulary reflects the language of teenage bloggers. On the other hand, other phenomenon of teenage blogger writing occurs -

paralinguistic features. Since the occurrence of this feature is not very frequent, it is not worth explaining its theory. The blogger uses these particulars only in two examples of "illustrations" – smile = ;J and heart = <3. These elements help blogger to visualized spoken form.

7.3   Sample 2 - Linguistic Phenomena

7.3.1   Phonological Features

Considering the popularity of the blog and the age of the blogger, phonological features in this particular piece of writing are not used.

7.3.2   Lexical Features

Metaphorical Expressions

- ➢   2   mountains of them [clothes]
- ➢   3   piles of nope
- ➢   3   riding high on the lady emotion train
- ➢   22   emotions were yanked away from me
- ➢   25   moments of body hate
- ➢   27   bounce back

Metaphors generally work as substitutes for some words by term or phrases. The main sense of metaphors in this blog post might represent entertainment. Figures of speech, such as metaphors help the author of the blog to diversify posts. Another point in the use of metaphors is emotional, and also works as a tool for drawing attention. In the line 2 *mountains of them* and the line 3 *piles of nope* can be interpreted as emphasizing the quantity. Line 3 *riding high on the lady emotion train* specifies a certain mood of the author. In this case we may consider author´s mood in emotional state of mind. Another metaphorical line no. 22 *emotions were yanked away from me* is connected with emotions as well as line 25 *moments of body hate*. The last metaphor is in the line 27 *bounce back* which means convalesce from something. The author constantly tends to portray her mood by using these metaphors.

Personification

➢ 2 clothes we <u>agreeing</u> with me

➢ 2 Mountains of them all over the closet <u>in protest</u>.

Applied personification in the sample 2 can be seen as a language tool for visualizing the situation closer. On the other hand, it can be seen as tool for expressing author´s mood.

<u>Vulgarism</u>

➢ 3 big <u>fucking</u> piles of nope

➢ 12 he came back at me with <u>mind-fuckery</u>

➢ 19 it´s <u>bullshit</u>

The author of the blog also frequently uses vulgarism. The basic usage of vulgarisms can be connected to negative emotions, as can be seen in the sample 2. Another point of view of regarding vulgarism could be defined by sociolinguistic; vulgarisms in this post might represent self-representing, and also devices for creating certain identity, which could help readers to know the author of the blog more closely.

7.3.3 Syntactic Features

<u>Contraction</u>

➢ I´ve – I have   (twice)

➢ I´m – I am   (six time)

➢ it´s – it is   (six time)

➢ can´t – cannot   (twice)

➢ where´s – where is   (once)

➢ don´t – do not   (twice)

➢ weren´t – were not   (once)

Repetively, the contractions applied in blog post sample 2 can be defined as a tool for informal writing, although, contraction are rather used in speech. Nevertheless, the utilization of these syntactic features evokes an informal writing with components of speech e.g. tone, which is very common for online blogs. Considering sample 2,the author of the post firstly uses non-contracted verbs, such as *I am* and *I was not*, which only evoke

the first impression of formal language, but unfortunately, these tools were mainly used for emphasis. Further in the text, the author uses contracted forms.

Emphasis

> ➢ 1   Yesterday was not a pretty day. <u>I was not</u> feeling it. <u>I was not</u> feeling it at all.
> ➢ 23   I <u>do</u> love my body. I <u>am</u> confident in my skin.

The emphasis, in the sample 2, often applied in the sentences is to state an approach towards a certain opinion, and express moodiness. The line no. 1 shows the repetition of the same phrase *I was not*.   In this particular case, the blogger uses parallel text constructions in order to reach emphasis when the author of the post portrays the morose state of mind. The line 23 indicates, for this blog, exceptional presence of emphasis form of the verb *do*.

Missing Subject

> ➢ 1   <u>Yesterday</u> was not a pretty day.

Although the word *yesterday* is mainly used in sentences in the function of adverbial of time, in this context, it could be defined as a subject of the clause. Based on the interpretation of explanatory dictionaries, *yesterday* might take the word category of noun. Therefore, this sentence can be labelled as grammatical acceptable, not of very high frequency of occurrence though.

Missing Predicate

> ➢ 2   Mountains of them all over the closet in protest.

Line no. 2 misses predicate. Based on the context, the "clause" still forms full meaning, which is connected to the huge amount of clothes.

7.3.4   Others linguistic features

Textual Level – Cohesion and Coherence

The repetitive usage of the pronoun *I* can be defined as a most predominant cohesive element in the whole text sample 2. Apart from that, there are other elements of cohesion applied e. i. anaphora, junctions, punctuation marks, negation, modality, etc. Therefore, there is a high presence of cohesive ties.

On the other hand, there could be found several examples of inter-textual links referring to extra linguistic reality. Although these inter-textual links are not explicitly explain, readers need some kind of logical presumption to fully understand the text. Though, the text might be called coherent.

Intertextuality

➢ 4 This alerted <u>Andy</u>…

➢ 5 I´m having sex or I have <u>Kit Kats</u>.

Supposing the interpretation of intertextuality mentioned above (see page 46), lines 4 and 5 represent two examples of intertextual links, which can be logically explained. *Andy* – in the line no. 4 could presumably refer to author´s husband or partner. Line 5 *Kit Kats*, likely, refers to the well-known confectionery, even though it might also have some hidden meaning in form of personal vocabulary.

Links

➢ 5 I´m <u>having sex</u> or I have Kit Kats.

➢ 7 Because I can´t let the kids see me upset with my body right now, <u>it´s not allowed</u>.

Links can be defined as a main device in recognition of blogs. Occasionally there could be needed to read through these links to fully understand to the post. In the sample 2, the author of the blog refers to the other blog posts of the same blog.

Modality

➢ 11 Upshots, in general, <u>should</u> be illegal …

➢ 13 …, <u>could</u> you <u>maybe</u> shoot me at face level?

➢ 24 … I <u>need</u> to feel to remind myself …

➢ 27 …, I <u>can</u> only model how to bounce back …

In the sample 2, we can also observe a major usage of modal verbs, as well as in the sample 1, to reflect the modality. Nevertheless, the presence of modal verbs is not as high as in the sample 1.

<u>Punctuation and Typography</u>

Light Style of Punctuation

➢ 10 A few weeks ago I taped a television piece, and the camera man was shooting up at me like, from the ground

Heavy Style of Punctuation

➢ 19 Last night, I laid in bed and let this all process, and I´ve come to the conclusion…it´s bullshit.

Huddleston and Pullum differentiate between two types of punctuation – light and heavy style. According to Huddleston and Pullum punctuation could be mainly defined as a utilization of the comma, stop, colon, semicolon etc. (Huddleston and Pullum 2002) Usage of punctuation marks gives to a text certain grammatical structure, which is divided into fully understandable text segments.

The utilization of both style of punctuation does not create the superior style in the blog. Therefore, the text can be identified as non-systematic as for the style of punctuation.

Italics

➢ 1 I was not feeling it at _all_.
➢ 3 Big fucking piles of _nope_.
➢ 6 _Why is the door shut?_
➢ 15 _Hey, where´s all that body love you maybe were preaching about?_
➢ 20 I´m _not_ supposed to be entitled to, …
➢ 23 I _do_ love my body, and I _am_ confident in my skin, …

Italics might be one of the devices used mainly for emphasizing, and also for referring to a certain part of the blog post. This typographical feature might be classified as a feature of punctuation. (Penguin Books 1997) In the lines 1, 3, 20, 23, applications of italics utilize

the emphatic function. Nevertheless, the line number 6 and 15 display utilization of italics in the different kind of function. This function might represent the simulations of spoken form e.g. voice, pitch, tone.

Boldface

➢ 8 <u>**As a mother, a moment of low self esteem was a luxury I felt like I was no longer entitled to.**</u>

➢ 16 <u>**Because I love my body, I´m not entitled to have a say in how it´s portrayed, and I have to like every shot of it, or I fail at self love.**</u>

The function of boldface letter in the sample 2 can be identified in the same way as italics. The utilization of the bold face letter draws reader's attention and highlight author ´s certain mood in these two examples.

Ellipsis

➢ 19 I´ve come to the conclusion<u>…</u> it´s bullshit.

The ellipses are always used for two main reasons. The first one is to drop certain part of the sentence and the second function is to display breaking a sentence, which can show as if an author suddenly hushes in same part of the sentence. (Penguin Books 1997) In the blog post sample 2, ellipsis is used showing the fact that author´s idea was interrupt by another idea.

7.4 Sample 2 - Sociolinguistic phenomena

Considering chosen blog sample 2, the identity of the blog author is not hidden. Similarly, in this case, the author of the blog is female. As for the content of the blog, the author is not trying to hide her identity. This fact can lead to the key functions of the blog http://brittanyherself.com. Brittany is writing about her family, but mainly about her body. From her contributions, we can learn that Brittany is a woman with no model figure, and therefore, she is trying to encourage other women with half-slim figure. This point could be the main fact in creating community of this blog. Revealing the personal information on

daily basis could also lead to the closer establishment of relations between blogger and readers.

As for the behavior and politeness observed, the author often uses vulgarisms. Nevertheless, considering the popularity of the blog, more formal language would be expected. The use of vulgarisms, therefore, can be seen as a feature of author´s daily used. The language of online blogging has elements of written, but also spoken language; the blogger also often uses lots of elements to visualized spoken form.

7.5 Sample 3 - Linguistic Phenomena

In comparison, the sample 3 differs from the sample 1 and the sample 2. It is worth mentioning that the blogger is not creating his own texts. Nevertheless, the author of the blog is posting mainly political news with his-own opinions. Therefore, fewer features to analyse are expected. The page of the blog shows three posts. The first and second posts examine political topic. The third blog post refers to kind of advice with blogger´s personal story.

7.5.1 Phonological Features

There are no phonological features considering the formality of this blog and blog post.

7.5.2 Lexical Features

Phrasal verbs

- ➢ 1 standing up
- ➢ 10 piles up
- ➢ 12 posted on
- ➢ 14 get out
- ➢ 17 digging out

In the sample 3, five phrasal verbs there could be observed. Considering formal design of blog and also its content, phrasal verbs would not be expected. In the line no. 1 *standing up* phrasal verb refers to fighting against something. Line 10 *piles up* specify action of accumulation. Line no. 12 *posted on* is closely connect with blogging – posting of particularly articles, photos and videos became every day action of Internet users. Line 14 *get out* represents the action of leaving. Last used phrasal verb line no. 17 *digging out*

specify action of unearth. In the case of the sample 3, for non-native speakers might be useful to use glossary to comprehend the text.

Urban and Personal Vocabulary

> ➢ 4 The <u>NYT</u> piece makes it all …
> ➢ 4 … makes it all sound <u>kinda shady</u> …
> ➢ 8 … let me say that his only chance is if <u>W´s presidency</u> looks …
> ➢ 15 It´s a very stout <u>crowbar/ wrecking bar/beakhead/sledge</u> hammer.
> ➢ 17 … end of a day doing <u>demo</u> work

As mentioned above, personal vocabulary could be defined as one of the most predominant feature of online blogs. The blogger, despite formal visualization and formal content, applied at least one informal word per post. In the line no. 4 *NYT* works as abbreviation of the well-known New York Times newspaper. Other example, in line 4 *kinda* refers to the lexical collocation kind of urban dictionary. Another use of abbreviation could be observed in the line 8 *W´s presidency*. This might refer to the period of George W. Bush presidency regarding content of the second blog post. One of the personal elements in the blog post sample 3 might be observed in the line 15 *crowbar/ wrecking bar/beakhead/sledge* where the blogger applied four various titles for one certain thing. Last but not least usage of personal vocabulary is demonstrated in the line 17, where the word *demo* works as a shortcut for *demolition*.

7.5.3 Syntactic Features

Contraction

> ➢ I don´t (twice)
> ➢ It´s (twice)
> ➢ I´m (once)
> ➢ That´s (once)
> ➢ I´d (once)
> ➢ I´ve (once)
> ➢ He´s (once)
> ➢ We´re (once)

The blogger applies a high amount of contraction, even though, the repetition is not frequent. A minor usage of contraction could be also dependent on the size of the blog post.

<u>Missing subject</u>

> ➢ 2   And looking for plaintiffs to join suits against Harvard, the University of North Carolina and the University of Wisconsin for their race-preferential admissions policies.

Although the sentence provides full meaning based on the context, the word order of the sentence is incorrect. The blogger, basically, links the sentence due to coordinator which is not unusual, but coordinator is not being used at the very begging of the sentence very frequently. The application of a comma, instead of a full stop, would change the sentence to grammatically correct with correct word order.

7.5.4 Others Linguistic Features

<u>Textual Level – Cohesion and Coherence</u>

Considering the length of the posts there is not much room for cohesive elements. This argument might be further supported by the choice of language of the author. To be able to analyse the cohesion of the sample 3 properly, the text would be , for our purposes,worth dividing into three subsamples (3a, 3b, 3c). Regarding the cohesion of subsamples 3a and 3b, the presence of intertextual elements and the lack of referential features may cause the assumption that the text, in comparison to the other online blogs analysed in this thesis, is not very cohesive. From the syntactic point of view, the text does not present cohesive particulars, to be more precise, neither multiple recurrence of a sentence pattern, nor any other lexico-grammatical features are present. On the other hand, some more trivial means of grammatical cohesion might be observed, e. i. usage of punctuation and junctions, as well as principles of modality. Though, the lack of cohesion does not necessarily mean that the text is non-coherent. The author uses a wide range of intertextual particulars which knowledge and understanding is essential for the comprehensive reading of the text. This phenomenon is applied generally throughout the whole post. Regarding the cohesive elements zf subsample 3c, this text proves to be more cohesive that subsamples 3a and 3b using lexical reference of personal pronouns and also of other constituents more frequently.

Author's attitude is also more explicitly expressed using modal frames. As for the coherence of the text, similar criteria as with the subsamples 3a and 3b might be observed.

Intertextuality

- ➢ 2 … to join suits against <u>Harvard</u>, <u>the University of North Caroline</u> and the <u>University of Wisconsin</u>
- ➢ 5 … a reference to <u>Halliburton</u> or the <u>Koch Brothers</u>
- ➢ 7 I´D RATHER SEE NEITHER A <u>BUSH</u> NOR A <u>CLINTON</u>
- ➢ 8 … talking about <u>Jeb Bush</u> …

In the sample 3, a high presence of intertextual elements, mainly names and links, are presented. In order to perceive to a certain blog post, readers have to read first through attached links.

Links

- ➢ 1 A ONE-MAN ORGANIZATION **standing up against racism in college admissions.**
- ➢ 8 But since we´re **talking about Jeb Bush** …
- ➢ 12 SO AFTER I POSTED ON **EARTHQUAKE PREPAREDNESS** …
- ➢ 15 I went with the **Stanley FastMax Xtreme 55-120 FuBar III** …

The usage of the links in the sample 3 is closely connected to the intertextuality of the blog. The blog consists of different blog posts depending on the links, without reading through these links; intertextual elements could be not fully comprehended. The author of the blog also changes names. For the full comprehension – in the line no. 1 - *standing up against racism in college admissions* - the name of the article further is: Unofficial Enforce of Ruling on Race in College Admission. This element of changing names helps blogger in further writing linked to the online article.

Modality

- ➢ 5 … <u>it seems like</u> straightforward
- ➢ 7 <u>I´d</u> rather see neither …
- ➢ 10 … it <u>may</u> look like a golden age …

➢ 12 … <u>it occurred to me</u> …

➢ 16 <u>I don´t mind</u> it …

➢ 17 … I <u>probably would</u> …

➢ 18 … <u>I don´t think</u> that <u>could</u> happen …

Regardless the length of the posts, still, the text shows several examples of used modality, as shown in the examples above.

<u>Punctuation and Typography</u>

Heavy style of punctuation

The high presence of punctuation marks can be observed in the sample 3. Therefore, the text can be classified as one of the formal style of writing.

Ellipsis

➢ 11 So he´s got that<u>….</u>

The ellipsis in the sample 3 is used to breaking a sentence patterns, on the other hand, the use, in one case, is not correct, as shown in the example no 11 above.

Em-dash

➢ 4 … kinda shady — all that´s missing …

➢ 5 … Halliburton or the Koch Brothers — but it seems like …

➢ 17 … I don´t mind it — though at the end …

➢ 17 … I probably would — but for digging out …

According to Straus (Straus 2008) the application of em-dashes could be similar to hyphens. The usage of em-dashes could indicate informal writing, when a blogger is replacing other punctuation marks e. i. semicolon, colons, commas, for em-dash.

7.6   Sample 3 - Sociolinguistic Phenomena

Considering the chosen posts, and the blog page in general, the blogger is not particularly posting his own stories or experience. Rather, the author comments on the events of these days. The blog itself could be identified as one with the main interest to

inform readers about current news supported by blogger´s personal opinion. Nevertheless, the blogger – Glenn Reynolds – is not writing about all news around the world but mainly one of his predominant interests. This main fact could help in the specifying community of readers, and further, readers who interact by the means of comments. One of the key sign to join certain discussion of the posts could be the number of comments which could guarantee active communication with others readers and also with the blogger, himself.

As for the language, the author uses specific register; therefore, the text might be classified as of formal style. Unfortunately, the use of informal elements, as well as of personal and urban vocabulary, refers to informality of the text. Based on this combination and co-occurrence of formal and informal features, it is possible to say that the blogger uses an intellectual style of writing, but, on the other hand, wants to create an informal environment for his readers.

7.7   Summary

As the analysis proved, linguistic and sociolinguistic phenomena described in the theoretical part were applied in three online blog posts. Each online blog was analysed based on the similar criteria except from characteristic features for each blogger. From the phonological point of view, blog sample 1 was determined as the only one using phonological elements. The use of phonological features primarily depends on the age of the blogger, teenage bloggers tend to express their emotion, and also emphasize their writing through the different kinds of phonological elements. Different groups of mutually familiar bloggers could also have similar use of personal phonological vocabulary, which also involve readers to interact with bloggers in the comments. On the other hand, the usage of such elements in the blog sample 2 and sample 3 would seem immature. Lexical features, namely urban, personal vocabularies, as well as metaphorical expressions were, practically, found in each blog post. Each blogger could be further analysed through the variety of lexical elements e. i. quotational compound, vulgarisms, personification which could help in creating identity on the online blogs. Regarding syntactic phenomena in the capacity of contraction, missing subject and predicate were characterized as the most applied features in the blog posts. Finally, analysing other linguistic phenomena including the textual level, intertextuality, links, modality, and also punctuation and typography which further supports the used style of punctuation, ellipsis, exclamation marks, hyphens, capital letters, font colour, italics, boldface advance to characterized the specific features of

each blogger applied in order to create a proper blog post for majority amount of readers of blogs on the Internet.

These findings were connected to each blog post in order to research linguistic and sociolinguistic phenomena, which would form English on the Internet, and therefore help in spreading around the world. The usage of the English language on the Internet through the online blogs largely influences spreading of English. The choice of the variety of language depends on each blogger. Nevertheless, it could be generally stated that the blogger is trying to obtain a large group of readers by the means of the choice of their language. Simplification of the language can be, therefore, examined as one of the predominant choice of the bloggers. Another view of findings might define two reasons of simplification of the Internet language. Firstly, regarding the availability of the language, the blogger does not have the knowledge of grammatical rules, or there might be a lack of education, which could lead to more primitive usage of the language. On the other hand, the second reason considers blogger´s endeavour regarding readers, from the pragmatic point of view, the simplification of the language relieves general accessibility of the posts. This fact can help the blogger to obtain a large amount of readers, and further, to create an online community interacting via the comments on the blog pages.

CONCLUSION

The aim of this thesis was to analyse linguistic and sociolinguistic features of the Internet communication on the online blogs leading to the simplification and spreading of the English language around the world, and establishment of society on a global scale.

The bachelor thesis was divided into a theoretical part and practical part. The theoretical part was devoted to the explanation of the well-known philosopher Marshall McLuhan and his theory of Global village. Considering the social-cultural and historical context of spreading of the English language and its utilization, the communication, due to the usage of only one language, enables to connect people all over the world independent on a nation or native language. Varieties created from the Standard English due to different media, especially Internet, enable man to establish a common identity in closely united society. Further on, the definitions of linguistic and sociolinguistic phenomena on the Internet outline near the main features examined in the practical part. New linguistic phenomena of CMC communication confirm the alternation of language whether by the utilization of personal vocabularies or by grammatical mistakes. Findings could be also supported by the fact that humankind depend on the technologies, which provide opportunities of global communication on daily basis, therefore, the alternation of the English language shall probably continue in the future as its spreading of different kinds of its variation.

The practical part was dedicated to the language analysis considering three online blog posts. According to the analysis, all linguistic and sociolinguistic features typical for the Internet communication mentioned in the theoretical part were analysed. Based on the findings, it can be examined that the use of the language on the Internet, especially on the online blogs, does not follow grammatical rules. This utilization leads to the simplification of the language, by the means of personal vocabularies and also grammatical mistakes, and hereafter to its easier expanding. At the end of each blog analysis, the sociolinguistic features clarify further establishment of communities interact without communication barrier were also represented. The findings confirm the hypothesis of the thesis, which proves the conversion of the English language as the one of the most used language on the Internet. In fine, the ultimate utilization of one certain language faces the establishment of one interconnected society without communication barriers.

BIBLIOGRAPHY

Androutsopoulos, Jannis. 2006. *Introduction: Sociolinguistics and computer-mediated communication. Journal of Sociolinguistics*, 10(4): 419-438. [cit. 15.3.2012] http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9841.2006.00286.x/full (accessed March 19, 2013)

Baron, Naomi. 2003. *Language of the Internet.* In Ali Farghali, ed. *The Stanford Handbook for Language Engineers.* Stanford: CSLI Publications. 55-217. [cit. 29.12.2011] http://www.american.edu/cas/lfs/faculty-docs/upload/N-Baron-Language-Internet.pdf (accessed March 20, 2013)

Beard, Adrian. 2004. *Language Change*. London: Routledge

Benson, Eugene, Conolly L. W. 2005. *Encyclopedia of Post-Colonial Literatures in English, Second Edition*. London: Routledge.

Bowlin, Ben. 2011. How stuff works?. *What is the future of English language?*. http://shows.howstuffworks.com/48358-what-is-the-future-of-the-english-language-video.htm (accessed January 20, 2014)

Břečka, Samuel a kolektív. 2009. *Od tamtamov po internet: Prehľad dejín mediálnej komunikácie*. Bratislava: Bratislavská vysoká škola práva.

Burton, Graeme. 1997. *More Than Meets the Eye: An Introduction to Media Studies*. London: Arnold, Hodder Headline Group.

Carbone, Paola. 2006. Geographic Distribution of Living Languages. http://www.paolacarbone.com/traduzione/cross/world.htm (accessed March 5, 2013)

Crystal, David. 1995. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press

Crystal, David. 2001. *Language and the Internet*. Melbourne: Cambridge University Press.

Crystal, David. 2003. *The English Language: A guided tour of the language*. London: Penguin Group.

Crystal, David. 1997, 2003. *English as a Global language*. New York: Cambridge University Press.

Danet, Brenda and Susan C. Herring. 2007. *The Multilingual Internet: Language, Culture, and Communication Online*. New York: Oxford University Press.

Gee, James Paul. 2005. *An introduction to discourse analysis: Theory and method. Second edition.* Oxon: Taylor & Francis e-Library.

Gee, James Paul. 2011. *How to do Discourse Analysis. A Toolkit*. Oxon: Taylor & Francis e-

Library.

Gibbons, Brittany. 2014. The Beauty of Entitlement. http://brittanyherself.com/2014/02/25/the-beauty-of-entitlement/ (accessed February 27, 2014)

Gordon, Terrence W. 1997. *Marshall McLuhan: Escape into Understanding*. New York: Gingko Press.

Graddol, David, Dick Leith and Joan Swann.1996. *English: history, diversity, and change*. London: Routledge.

Graddol, David. 1997. *The Future of English?: A guide to forecasting popularity of the English language in the 21st century*. London: The British Council.

Gubbins, Paul and Mike Holt. 2002. *Beyond Boundaries: Language and Identity in Contemporary Europe*. Great Britain: Cromwell Press Ltd.

Herring, Susan C. 2000. *Gender Differences in CMC: Findings and Implications*. [cit. 18.3.2012] http://cpsr.org/issues/womenintech/herring/ (accessed March 20, 2013)

Herring, Susan C. 2008. *Language and the Internet*. In W. Donsbach, ed. *International Encyclopedia of Communication*. Blackwell Publishers. [cit. 29.12.2011]

http://ella.slis.indiana.edu/~herring/lg.inet.pdf(accessed February 23, 2013)

Horton, Ophelia. 2011. HELLO WORLD!. http://opheliahorton.com/2011/04/02/hello-world/ (accessed April 5, 2014)

Huddleston, Rodney and Geoffrey K. Pullum. 2002. *The Cambridge Grammar of the English Language*. Cambridge: CUP.

Instapundit. 2014. APRIL 6, 2014. http://pjmedia.com/instapundit/186380/. (accessed April 15, 2014)

Instapundit. 2014. APRIL 6, 2014. http://pjmedia.com/instapundit/186451/. (accessed April 15, 2014)

Instapundit. 2014. APRIL 7, 2014. http://pjmedia.com/instapundit/186467/. (accessed April 18, 2014)

Internet World Stats. 2011. Top Ten Languages Used in the Web. http://www.internetworldstats.com/stats7.htm (accessed April 21, 2014)

Internet World Stats. 2012. Internet Users in the Americas June30, 2012 – by Geographic Regions. http://www.internetworldstats.com/stats2.htm (accessed November 29, 2013)

Jirák, Jan and Barbara Köpplová. 2003. *Média a společnost: stručný úvod do studia médií a mediální komunikace*. Praha: Portál, s.r.o.

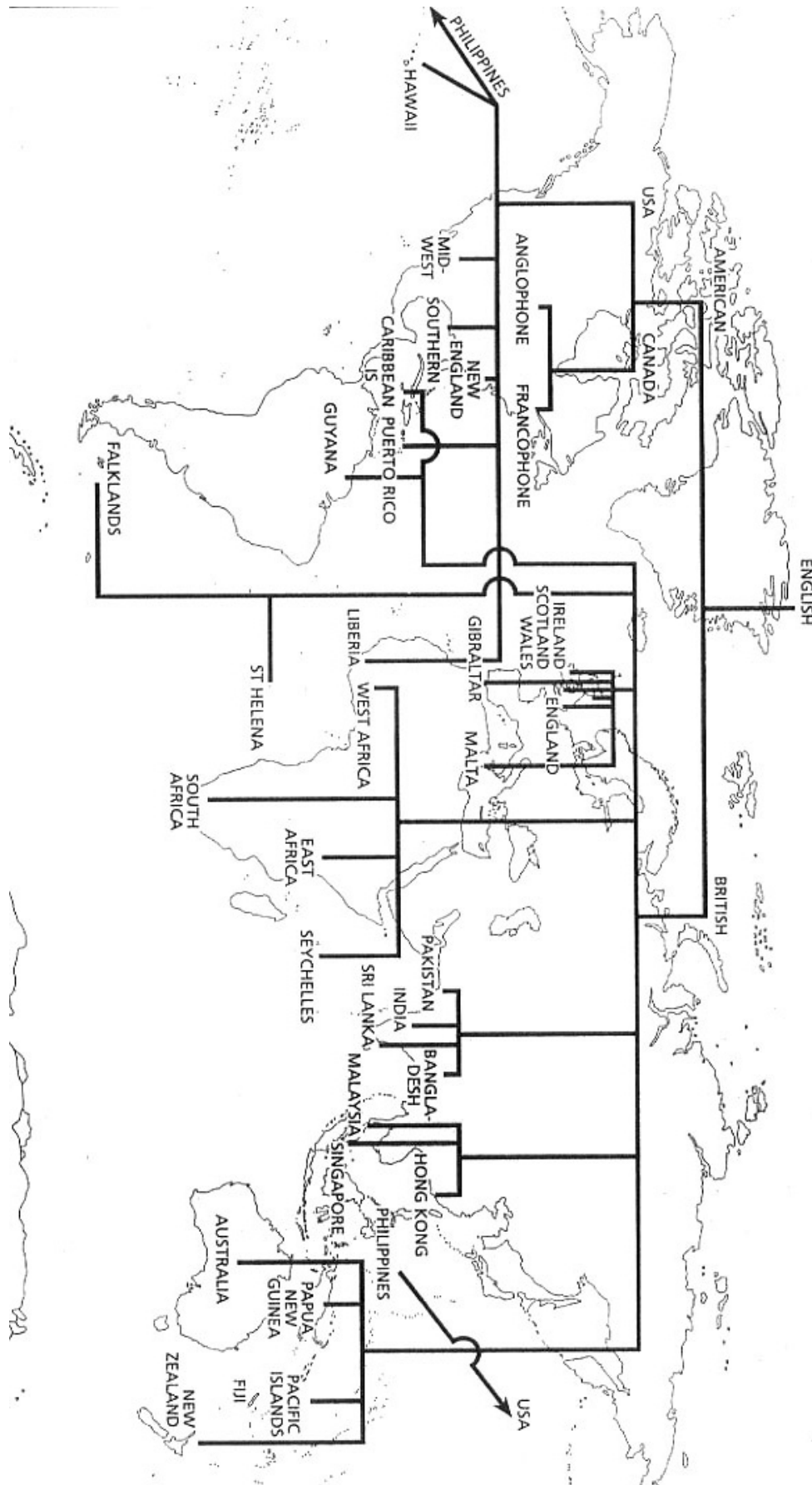Jirák, Jan. 2011. *Marshall McLuhan stoletý*. Praha: Mladá fronta.

Kim, Jong-Young. (2000), *Social Interaction in Computer-Mediated Communication. Bulletin of the American Society for Information Science and Technology*. 26: 15-17. [cit. 18.3.2012] http://onlinelibrary.wiley.com/doi/10.1002/bult.153/full (accessed March 15, 2013)

McCarthy, Michael. 1991. *Discourse analysis for language teachers.* Cambridge: Cambridge University Press.

McLuhan, Marshall. 1962. *The Gutenberg Galaxy: The Making of Typographic Man*. New York: Univ. of Toronto Press; reissued by Routledge & Kegan Paul.

McLuhan, Marshall. 1964. *Understanding Media: The Extensions of Man*. 1st Ed. McGraw Hill, New York: Gingko Press.

McLuhan, Marshall. 2002. *The Mechanical Bride: Folklore of Industrial Man*. New York: 1st Ed.: The Vanguard Press, reissued by Gingko Press

McLuhan, Marshall and Quentin Fiore. 1967. *The medium is the massage: an inventory of effects*. New York: Gingko Press.

Meyerhoff, Miriam. 2006. *Introducing Sociolinguistics. Oxon:* Taylor & Francis e-Library.

Miššíková, Gabriela. 2003. *Linguistic Stylistics.* Nitra: FF UKF

Morris, Merrill and Christine Ogan. 1996. The Internet as Mass Medium: Journal of Computer – Mediated Communication. http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.1996.tb00174.x/full#fn1 (accessed March 11, 2013)

Myers, Greg. 2010. *Discourse of Blogs and Wikis*. London: Continuum International Publishing Group.

Negroponte, Nicholas. 1996. *Being digital*. New York: Vintage Books.

Nilsson, Stephanie. 2003. A Brief Overview of the Linguistic Attributes of the Blogosphere. http://melaniewhiteblog.files.wordpress.com/2013/02/language-of-the-blogspeak-study.pdf (accessed January 15, 2014)

Nndb. 2013. Marshall McLuhan. http://www.nndb.com/people/869/000047728/ (accessed February 21, 2013)

Penguin Book. 1997. *The Penguin Guide to Punctuation*. London: Penguin Books Ltd.

Rogaway, Phillip. 1969. The Playboy Interview: Marshall McLuhan. Playboy Magazine. http://www.cs.ucdavis.edu/~rogaway/classes/188/spring07/mcluhan.pdf (accessed February 20, 2013)

Straus, Jane. 2008. *The Blue Book of Grammar and Punctuation*. San Francisco: Jossey-Bass.

Symes, Benjamin. 1995. Marshall McLuhan´s Global Village. Media students blog. http://www.aber.ac.uk/media/Students/bas9401.html (accessed February 23, 2013)

Teaches, Andrew. 2009. Biography of Herbert Marshall McLuhan: Life and Career. http://andrewteaches.wetpaint.com/page/Biography+of+Herbert+Marshall+McLuhan (accessed February 15, 2013)

The Electronic Labyrinth. 2000. Marshall McLuhan and the Gutenberg Galaxy. http://www2.iath.virginia.edu/elab/hfl0232.html (accessed February 16, 2013)

Thompson, John B. 1995. *The Media and Modernity: A Social Theory of the Media.* Stanford: Stanford University Press.

Trudgill, Peter. 2000. *Sociolinguistics: An Introduction to language and society.* London: Penguin Books Ltd.

Urban Dictionary. http://www.urbandictionary.com (accessed March 3, 2014)

Victorsira. 2012. BDP-Catalogue 2009-2012: The Global Village: Logos and Marks. http://victorsira.com/bdpress/The%20Global%20Village_Logos_%26_Marks%20.html (accessed February 23, 2013)

Wardhaugh, Ronald. 2006. *An Introduction to Sociolinguistics*. Oxford: Blackwell Publishing

Widdowson, G. Henry. 2007. *Discourse analysis*. Oxford: Oxford University Press.

Zechowski, Sharon. 2013. MCLUHAN, MARSHALL-Canadian Media Theorist. http://www.museum.tv/eotv/mcluhanmars.htm (accessed February 15, 2013)
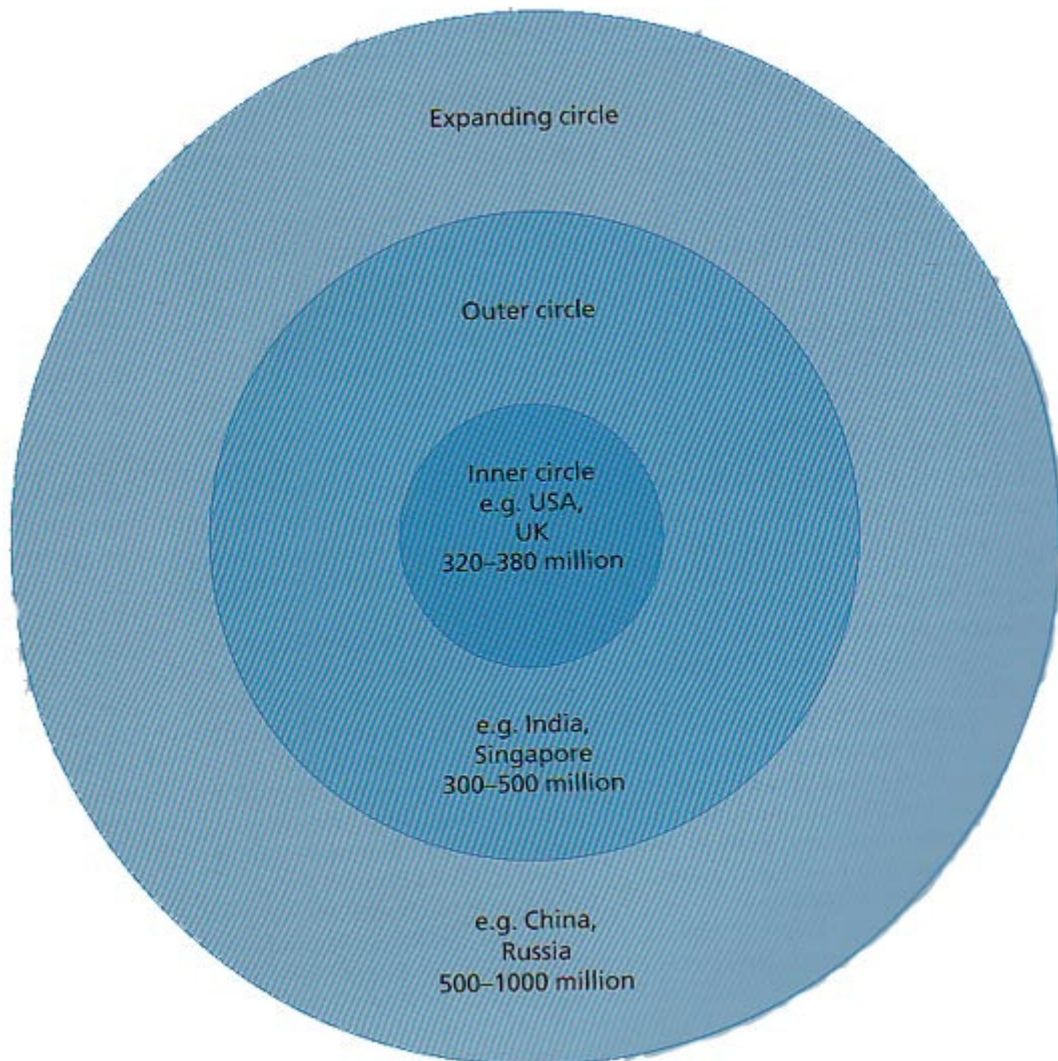
APPENDICES

I   The map of spreading the English language

II   The three circle of foundation of the English language

III   Differences between speech and writing by David Crystal

IV   Sample 1 Blog post

V   Sample 2 Blog post

VI   Sample 3 Blog post

APPENDIX I: THE MAP OF SPREADING OF THE ENGLISH LANGUAGE

APPENDIX II: THE THREE CIRCLE OF FOUNDATION OF THE ENGLISH LANGUAGE

Expanding circle

Outer circle

Inner circle
e.g. USA,
UK
320–380 million

e.g. India,
Singapore
300–500 million

e.g. China,
Russia
500–1000 million

APPENDIX III: DIFFERENCES BETWEEN SPEECH AND WRITING BY DAVID CRYSTAL

Speech	Writing
✓ Speech is time-bound, dynamic, and transient.	✓ Writing is space bound, static, permanent.
✓ There is no time-lag between production and reception, unless one is deliberately introduced by the recipient. The spontaneity and speed of most speech exchanges make it difficult to engage in complex advance planning.	✓ There is always a time-lag between production and reception. Writing allows repeated reading and close analysis, and promotes the development of careful organization and compact expression, with often intricate sentence structure
✓ Because participants are typically in face-to- face interaction, they can rely on extralinguistic cues.	✓ Lack of visual contact means that participants cannot rely on context to make their meaning clear; nor is there any immediate feedback.
✓ Many words and constructions are characteristic of (especially informal) speech, such as contracted forms (*isn't, he's*). There is nonsense vocabulary (e.g. *thingamajig*), obscenity, and slang.	✓ Some words and constructions are characteristic of writing. Certain items of vocabulary are never spoken, such as the longer names of chemical compounds.
✓ Speech is very suited to social or 'phatic' functions. It is also good at expressing social relationships, and personal opinions and attitudes, due to the vast range of nuances.	✓ Writing is very suited to the recording of facts and the communication of ideas, and to tasks of memory and learning.
✓ There is an opportunity to rethink an utterance while the other person is listening. Interruptions and overlapping speech are normal and highly audible.	✓ Errors and other perceived inadequacies in our writing can be eliminated in later drafts without the reader ever knowing they were there.
✓ Unique features of speech include most of the prosody. The many nuances of intonation cannot be written down with much efficiency.	✓ Unique features of writing include pages, lines, capitalization, spatial organization, and several aspects of punctuation

Figure 9- (cont.) Differences between speech and writing (Crystal , 26-8).

APPENDIX IV: SAMPLE 1 BLOG POST

HELLO WORLD!

Posted by *opheliahorton* on April 2, 2011 · *4 Comments*

After I'm half way through my 2nd/3rd blog, I've jsut relised that I've forgotten to do my actual FIRST OFFICIAL blog – so here it is ……ME: I'm gonna do a fact file about myself, personality, style, e.t.c so you know every thing important………… ENJOY! ; J

Current location: If I told you it would ruin the whole mysterious-ness-es-i-o-sity (I split up words to make things just a tincy bit more easier for my confused readers) of it all, so my where abouts remain unknown……

My perfect day: There are quite afew………1. Bacon sandwich for breakfast, then spending an early morning, from 9:00 am to 1:00 pm at La Bois beach in Isle De Re (La Rochelle, France)….the waves are amazingly high- the sun is but a glimmering beacon of light above us all and there is just Summer springing out from every where! A sipe lunch with lemon steak sandwiches, spiced wedges (with salsa) and a cool can of Guarana in my hand -lying on a deck-chair in the shade.Then rows of vintage markets and a style-filled festival near a beach, but on a huge feild 'till sunset, with my own little marquis, an own bar, with sprite and all! After all the fun, a slow and tranquil boat ride with my family, back to La Rochelle, with the sublime sunset looming over us and plates of roasted carrots and all our favourite food.

2. Day two: Wake up at what ever time I want, go to Covent Garden for shopping,divine smells of the LUSH goodies I buy, paella, pie snacks and buskers, free gum in sketchers, then hop off to Spitalfeild markets for a fun filled look around, before getting a scrummy chicken and stuffing sandwich, with scicilian lemonade, then have a snackfull churro….mmmmmmmm….before spending an afternoon at greenich park until four….Then pop to Leisceter square for Ben and Jerry's with a friend who I don't see much, cos I'm so busy from work, then we both get on a train to the ASOS head quarters where we shoot a preveiw fashion shoot and then rush off to see the chanel A/W11 show. Late at night, I am taken in a private litter, with a bowl of sliced mango, kiwi and pineapple – then spend a luxurious night tucked tight in my own warm bed. There are many more luverly days which I would love to have, but I simply can't…..You may have noticed that the text in green is rather fanaticaland is not could not have happened as I don't have a job at ASOS, or work yet! The text in purple I'm not sure what to categorise as!

Style: I absoloutley hate this question, because I have no idea…I'd say, definatley not glitzy, very street style, grungy, but laid back..maybe- AHHH!

Person I'd love to work with, or meet:

- Zoe Kravitz- I love her Dad's (Lenny Kravitz) songs and think she is so darn cool and an amazing actress, as well as having such effortless style.

- Asos and topshop. Ok, so these things aren't really people, but I'd love to be a model, stills photographer, or designer/wateva for ASOS- they have so many connections with all different types of companies, desingers and everything. Topshop, because I could get free clothes (maybe) if I worked there!

- *Suzie bubble*- I <3 her blog, she is so awesome and also the master behind the '*Runway D.I.Y* 'blog – so inspring!

I could write 30 more pages of inspiring people, but I'd rather not, or..I just don't have the time.

Comments
4 Responses to "Hello world!"

APPENDIX V: SAMPLE 2 BLOG POST

The Beauty of Entitlement

by BRITTANY *on FEBRUARY 25, 2014 in* CHUBBY GIRL

Yesterday was not a pretty day. I was not feeling it. I was not feeling it *at all*.

I was getting ready for an event and none of my clothes were agreeing with me. Mountains of them all over the closet in protest. Big fucking piles of *nope*. And since I've been riding high on the lady emotion train, I shut the door and just cried. This alerted Andy because the closet door only shuts for two reasons; I'm having sex or I have Kit Kats.

Why is the door shut?

Because I can't let the kids see me upset with my body right now, it's not allowed.

As a mother, a moment of low self esteem was a luxury I felt like I was no longer entitled to.

A few weeks ago I taped a television piece, and the camera man was shooting up at me, like, from the ground. Upshots, in general, should be illegal and punishable by a nail gun to the throat, but when I politely said something to him, he came back at me with mind-fuckery.

> If it's at all possible, could you maybe shoot me at face level? I feel like my body looks really unflattering at a low level, it's a woman thing.

> *Hey, where's all that body love you were preaching about?*

Because I love my body, I'm not entitled to have a say in how it's portrayed, and I have to like every shot of it, or I fail at self love. It's like this guy has never been in a tagged Facebook photo eating before.

Last night, I laid in bed and let this all process, and I've come to the conclusion… it's bullshit. Here I was getting more and more upset about the feelings I'm *not* supposed to be entitled to, either because I'm a mom or a confident woman, what have you, I don't get them anymore. Thinking about how these emotions were yanked away from me, I just got angrier.

I *do* love my body, and I *am* confident in my skin, but I miss those feelings. They weren't fun feelings or even proud feelings, but they were human feelings that I need to feel to remind myself that I'm flawed and I'm growing and that I can't feel guilty when moments of body hate slip in there every now and then.

I can't pretend as a mother or as a woman that they don't happen, I can only model how to bounce back enough that the love moments outnumber the hate moments.

APPENDIX VI: SAMPLE 3 BLOG POST

A ONE-MAN ORGANIZATION **standing up against racism in college admissions.** And looking for plaintiffs to join suits against Harvard, the University of North Carolina and the University of Wisconsin for their race-preferential admissions policies. The NYT piece makes it all sound kinda shady — all that's missing is a reference to Halliburton or the Koch Brothers — but it seems like straightforward civil-rights litigation to me.

Posted at by Glenn Reynolds on Apr 07, 2014 at 4:37 pm **Link**

14 Comments.

I'D RATHER SEE NEITHER A BUSH NOR A CLINTON ON THE TICKET IN 2016. But since we're **talking about Jeb Bush,**let me say that his only chance is if W's presidency looks retrospectively like a golden age. From a jobs-and-income standpoint it already does, and as Obama piles up foreign policy debacle after foreign policy debacle, it may look like a golden age from that standpoint too. So he's got that. . . .

Posted at by Glenn Reynolds on Apr 06, 2014 at 11:15 pm **Link**

61 Comments.

SO AFTER I POSTED ON **EARTHQUAKE PREPAREDNESS,** it occurred to me that the basement room where we shelter during tornado warnings, though quite safe, would be hard to get out of if the house were wrecked above us. So after a little research, I went with the **Stanley FatMax Xtreme 55-120 FuBar III.** It's a very stout crowbar/wrecking bar/beakhead/sledge hammer. Pretty much its only drawback is that it's kind of heavy. I don't mind it — though at the end of a day doing demo work I probably would — but for digging out of a mess it seems pretty good. I've bent crowbars before, but I don't think that could happen with this one.

Posted at by Glenn Reynolds on Apr 06, 2014 at 9:30 pm **Link**

25 Comments.