

ABSTRACTS

KEYNOTE SPEAKERS

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The End of Grammar: Language and Technology

In this lecture I will argue that linguists have paid insufficient attention to linguistic technology, and that, even when the uses of language in new media are studied, not enough attention is paid to the way these uses are normatively constrained by the design of the software used, for instance through the inclusion and exclusion of options, the selection of default options, and the ordering of menus.

I will argue that this marks a move from the educational and editorial control of linguistic practices to control through the design of the software used in these practices.

I will use three key examples:

- Multimodal clause structures in web pages and PowerPoint slides
- Layout and genre design in PowerPoint
- Textual cohesion through layout, colour and typography

Throughout I will contrast these new forms with the linguistic systems they are beginning to displace.

Rodney Jones

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C Me Sk8: Discourse, Technology and 'Bodies without Organs'

This paper explores the relationship between digital technologies and the physical body through the study of amateur videos made by urban skateboarders and posted on the Internet. Most of the work on discourse and new communication technologies has focused on 'virtual' environments and 'virtual' bodies. Here I focus instead on how new media technologies affect users' lived experiences of their corporal bodies and the meanings they make through physical movement in the material world. Combining analytical tools from *mediated discourse analysis* (Norris and Jones 2005, Scollon 2001) and theoretical insights from Deleuze and Guattari (1987), I examine how skateboarders use digital technologies to enhance their physical experiences, construct personal and collective narratives of identity, and define their relationships with the material spaces and geographies they inhabit. While film and video have always played an important role in skateboarding culture, digital technologies provide radically new opportunities for skaters to

represent and 'reassemble' their experiences. The example of skateboarding videos will lead into a more general discussion of how digital technologies affect the way we engage with our bodies in the physical world, and the implications this has for learning, human potential and the formation of communities. Despite much of the rhetoric from journalists and educationalists about how computers and video games are creating a generation of sedentary youth who are alienated from 'real' experiences in the physical world, I will argue that in many cases new media technologies are used by young people to ground themselves more fully in their physical bodies and their material and social surroundings while at the same time giving them new ways to weave personal narratives, imagine futures for themselves, and negotiate the boundaries between the 'actual' and the 'virtual'.

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Researching Language in Web 2.0 Environments: Developing a Screen-Based Approach

Contemporary social networking and content-sharing sites are characterised by a fusion of various modes of communication and participation roles, leading to the emergence of heterogeneous discourse spaces in which different media, genres, styles, and voices coexist. Their analysis requires a descriptive metalanguage that is only partially available in research on computer-mediated discourse (CMD). In this paper I discuss some concepts and categories I consider useful for the study of digital discourse spaces, drawing on ethnographic observation and textual data. I approach the Web as a sociolinguistic ecology in which participants draw on available semiotic resources to accomplish social activities within specific socio-cultural contexts. While rejecting technological determinism, this approach does take into account the constraints of different technologies of mediation, theorising linguistic practices in CMD as the product of the relation between media constraints and user agency. I distinguish four ways in which language contributes to the production of contemporary Web 2.0 environments – self-presentation, interaction, organisation, and spectacle – as well as three discourse processes that seem characteristic for these environments, i.e. multimodality, intertextuality, and heteroglossia. Using case examples, I aim to show how these concepts can be used to produce rich descriptions of online discourse, thereby forming a backdrop for more complex research questions.

Biography

Jannis Androutsopoulos received his PhD in German sociolinguistics from the University of Heidelberg and is currently Reader in Sociolinguistics and Media Discourse at King's College London. His research is situated at the interface of sociolinguistics and mediated communication with emphasis on new media and popular culture. He is guest editor of Sociolinguistics and computer-mediated communication (Theme Issue, Journal of Sociolinguistics 10/4, 2006) and co-editor of Data and methods in computer mediated discourse analysis (Theme Issue, Language@Internet 5, 2008).

Naomi S. Baron

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Control Freaks: How Online and Mobile Communication is Reshaping Social Contact

For more than a decade, the public has worried whether email and IM (and now text messaging) are ruining written language. However, I will argue that the real impact of these new communication technologies isn't on the language itself but on our growing ability to control how we interact with one another. Orchestrating social interactions is hardly new: We have long crossed the street to avoid people or refused to answer letters we receive. With landline phones, we gradually developed voicemail, speaker phones, and caller ID – technologies also available on mobile phones. But computers and mobile phones have ratcheted up our options for control: We

- block people on IM or Facebook
- have our phones tell unwanted callers that this number is no longer in service
- decide whether to send an IM or a text message, or whether to text or talk on our mobiles, to limit opportunities for the other person to respond
- pretend to talk on mobile phones to avoid conversing with people physically in front of us

Not surprisingly, we are unhappy when these technologies make us feel we are losing control. In fact, what we like most about mobile phones is being able to reach people, while what we like least is that others can always reach us. Drawing upon my research on IM, multitasking, and mobile phone use by university students (in Sweden, the US, Italy, Japan, and Korea), we will explore some of the social implications of ICT use in everyday life.

Biography

Naomi S. Baron is professor of linguistics and co-director of the TESOL program at American University in Washington, DC. A former Guggenheim Fellow and Fulbright Fellow, Baron has taught at Brown University, the Rhode Island School of Design, Southwestern University, and the University of Gothenburg. She is the author of seven books, including *Computer Languages: A Guide for the Perplexed*; *Growing Up with Language: How Children Learn to Talk*; *Alphabet to Email: How Written English Evolved and Where It's Heading*; and *Always On: Language in an Online and Mobile World*. In November 2008, *Always On* was awarded the English-Speaking Union's Duke of Edinburgh English Language Book Award. Baron is now completing a cross-cultural study of mobile phone use.

OTHER SPEAKERS

Giorgia Aiello

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Mediatizing Europe: A multimodal discourse analysis of the European Capital of Culture scheme.

This paper examines the multimodal production of European identity as well as the management of local and globalizing identity claims in the public communication materials of 50 cities participating in the European Capital of Culture scheme, an EU-sponsored initiative that has the

explicit purpose to bring out the ‘European dimension’ of various local realities – usually relatively small and not internationally known cities – and thus also nurture a sense of shared belonging in the EU.

In addition to hard-copy materials such as bid books, brochures, postcards, stickers, cloth bags, etc., the paper also examines a variety of online sources such as websites and photo galleries, logos and banners, videos and animations regarding the candidature of cities up until the year 2016. In the absence of a single shared language, these communication materials most often rely on a complex combination of both still and moving visual images, the English language and the candidate city’s given local or national language to communicate the uniqueness and authenticity of the city itself while also promoting the Europeanness and global(izing) reach of its identity. Each city’s web presence, in combination with the circulation of more clearly material semiotic goods, augments its ability to perform and communicate these multiple layers of identity for local, European and global audiences.

Ultimately, as a local/decentralized response to a centralized political initiative originating from EU cultural policy and its underlying public identity agenda, the multimodal communication that characterizes the ECoC scheme provides a complex perspective on the homogenization/heterogenization and local/global dialectics that are central to cultural and identity production in the context of contemporary globalization processes.

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Appropriating Popular Media for Learning: Analyzing Patterns of Interdiscursivity

Interdiscursivity refers to the hybridity of textual genres and the juxtaposing of accessing different media types. Interdiscursivity as a discourse phenomenon is pervasive in contemporary life, functioning both as a rhetorical technique and method to enhance pleasure. Critical analysts of discourse, however, have identified it as a means of deception or a way to soften the ideological intensity of a message. Norman Fairclough (2003), for example, describes a municipal promotional pamphlet mixing attributes of a newspaper article, corporate advertising and a tourist brochure, all serving to promote the “new capitalism.” Ron Scollon (2002) observes that news programs have become hybrids of celebrity talk shows and entertainment, as well as news broadcasting. In this paper, we will describe the interdiscursive practices of using popular media products in school. These hybrid practices and “edutainment” products are adopted as rhetorical techniques to entice students to learn. Based on our study of manga readers (Ingulsrud & Allen, 2009), we have found that these efforts are problematic. Readers report that the interdiscursive texts and practices in school evoke a sense of inauthenticity. We examine the kinds of school-based information contained in manga and argue that popular media products can be powerful learning tools, but they function as such best in their own discursive contexts.

David Barton

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Making the Local Global: Using Flickr to Develop Global Identities and New Vernacular Practices.

People's everyday literacy practices or 'local literacies' have been researched extensively in physical settings, revealing the dynamics of this vernacular world of voluntary, self-generated writing which is learned informally and not regulated by the institutional strictures of education or the workplace. This paper turns to the internet and examines the 'ordinary' writing which people do in Web 2.0 spaces. It focuses on the photo-sharing website Flickr. As well as enabling the uploading of photos, Flickr affords many possibilities for writing: people can give titles and description for their photos; they can provide semantic 'tags'; they name their own sets of photos and join groups with other people; they search and identify favourite photos; people comment on other people's photos; they join discussion threads about photos; and they provide profiles of themselves. This paper reports on a multi-method study of Flickr. It began with an examination of the Flickr sites of a cross section of 100 users; this was followed up by a more detailed examination of 30 focal users. These were people who used Flickr extensively and linked with other users. They were interviewed using 2 stage online interviews and their sites were examined in detail. The research found extensive writing of many different sorts. The paper shows the ways in which people use writing to participate in this multilingual, multi-modal online space. Using the frameworks of Literacy Studies, the paper demonstrates how in many ways people continue their existing vernacular practices online. However, they are also participating in new practices and we see the development of new vernacular practices. The paper outlines the ways in which people create new global identities, combining languages in new ways and interacting with different audiences. The ways in which people make the local global entail a re-examination of the concept of vernacular writing.

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The Many Voices of the Virtual Dialogue: An Analysis about the Big Brother Cosplay Brasil.

This research seeks analyze new forms of interaction and language at a virtual environment, through the case study of the Big Brother Cosplay Brasil (BBCB), a game by the users of the virtual community Cosplay Brasil (CB). The BBCB is a forum RPG based on the TV show Big Brother Brasil, full of *anime* and *mangá's* elements, such as superpowers and giant robots. Furthermore, the members must include the other players on every post: The objective is keeping the continuity of such posts, simulating a continuous dialogue, as if the members were really confined in the same place. The research is based on studies developed by Luyten (2002) about *otaku/cosplayer* language, on the findings of Bakhtin (2003) about multivoiced discourse, and on the ideas of Castels (1999) about social networks. The methodology was based on a case study with qualitative approach. A systematic reflexive procedure was used, with data gathering from primarily (field research – interviews and observations) and indirect (bibliography) sources. Based on this study, I verified, in first place, a quite dynamic way of virtual communication. It happens as an asynchrony simulation of a synchronic dialogue, once the participants try to emulate a virtual environment in a real one, by only using words and few illustrations. Each member shows him/herself as a storyteller where the other components are the participants. Each participant is a font of infinite new voices. All the communication process takes place in a constant way and

applying democratic rules. The results of this work suggest an interesting point of view about communication in a virtual environment, highlighting themes related to interactivity, language and performance. From now on, we expect to enhance the study, trying to better understand the dynamics of the selected aspects in the analyzed virtual environment.

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Mobile Phones' SMS Technology and Political Discourse in Kenya.

Language plays a central role in all political discourses in any country. In most cases the victory or loss of a candidate in a political contest depend on how s/he uses language in combination with his/her oratory skills. Rarely does a candidate win merely by having good policies without language to articulate them. In Kenya, language has been significant in the many political discourses since pre-independence struggles against colonialism. During this period, oral use of language took precedence over written use. However, in the recent past with the emergency of diversified mass media that did not require the physical and real time presence of the speaker and listener, the written use of language has taken precedence over oral use. Of notable significance is the extent to which this written language has assumed different dimensions with the introduction of the mobile phone technology. Though a small gadget, the mobile phone has revolutionised the world in terms of communication. Its message texting technology has opened a new way-unprecedented before-in which people interact and exchange ideas. In Kenya, this technology took a significant role in national communication during the 2005 referendum on the new constitution and assumed unprecedented role in the 2007 general election and during the post election violence period. It provided Kenyans with a meeting place for exchanging ideas and passing on information. It became a campaign tool for opposing camps. The outcomes of the two political processes-referendum and 2007 election- are largely attributed to the role played by the mobile phones' message texting technology popularly known as SMS. This paper therefore hopes to analyse political discourses inherent in the mobile phone messages that were circulated during the run up to the 2007 elections and during the post election violence period in Kenya.

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Stancetaking and Invoked Audience in a YouTube Video of The Axis of Evil Comedy Tour.

Du Bois (2007) acknowledges the challenge of analyzing multivocality in terms of the *stance triangle*. In this paper, we seek to take up aspects of that challenge and to contribute to emerging sociolinguistic perspectives on stance (Jaffe, in press), by considering data from the new media: a multilayered YouTube video of an *Axis of Evil Comedy Tour* performance (2008). As a response to a stance taken by then U.S. President George W. Bush toward "evil" nations, the comedy tour brought together several comedians, all Americans of Middle Eastern descent; in this particular performance in Dubai, they are joined by Jordanian-born Wonho Chung, who is presented as Korean. English predominates although other varieties are also used: Arabic (subtitled in English),

Korean (not subtitled), and Tagalog-accented English (not subtitled). In addition, this particular clip received 209 comments, most written in English, many by nonnative English speakers, but a few written in Arabic. In our analysis, we focus on three issues. First, with respect to stancetaking, we use the notion of *invoked audience* from rhetorical theory and examine how Du Bois' Subject 1, the speaking/writing subject, invites alignment from Subject 2 (specifically, the actual audience in Dubai and/or on YouTube). As Ede & Lunsford (1984) have pointed out, language users cannot help but invoke an audience through the choices they make; that is, they create an 'ideal' audience—one that aligns with their positions and evaluations—and thus they invite the construction of intersubjectivity. In this case, performers invite their audiences to find humor in linguistic and ethnic juxtapositions (e.g., an Arabic-speaking Asian, Tagalog-accented English), also invoking their reading as incongruous. Second, we focus on stances that are metadiscursive, as speakers/commenters employ uni/vari-directional double-voicing (Bakhtin 1973) to position themselves in relation to imagined speakers. Finally, we contextualize these specific cases as instances of stancetaking made possible by the new media. Our examples illustrate how the new media not only provide novel resources for stancetaking but also open up new spaces for simultaneously circulating and calling into question language ideologies as they relate, in this case, to issues of phenotype, ethnicity, and nationality.

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Overseas Trained Teachers (OTTs) and Technologies

The additional value provided by supplementary online information and practice materials for overseas trained teachers (OTTs) in NSW is described in this presentation. The online material outlined specifically addresses language and cultural issues related to the context of public school education in NSW. It is available through a learning management system (*Janison*) as well as email, web 2.0 technologies and relevant websites (dealing with child protection, bullying, assessment and other themes). OTTs intending to work in NSW public schools are provided with this extra digital support as part of their preparation for the NSW Professional English Assessment for Teachers (PEAT). Since many OTTs are willing to enrol in PEAT preparation courses in order to access online materials only, the value and impact of new media for these practitioners cannot be underestimated. The vocational education and preparation of overseas trained teachers (OTTs) intending to work in NSW public schools is a demanding and lengthy process. It involves the development of communicative language ability to a standard equivalent to native-like vocational proficiency in two domains: linguistic and pragmatic. Success in this test is difficult to achieve without knowledge of the reality in NSW public schools. Traditional teaching in the classroom, as well as work placement, is essential yet insufficient if these teachers are to attain the high level of language proficiency required for the test and their future work. However, apart from these online materials there is a scarcity of materials available to support OTTs. Further, the representation of the range of language and communicative functions required for teaching in NSW is probably more comprehensively addressed via the technology of new media rather than through traditional print materials and/or textbooks. The blended delivery of overseas trained teachers in NSW is introduced as an exploration of how the development of language and communication to required standards in professional contexts is facilitated by representation and access in the new media.

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Voices and Discursive Spaces: The BBC Voices Website as a Mediatized Site of Language Ideological Reproduction.

The BBC Voices project ran from 2003 to 2005 and sought, in the words of one key member of the project team, to “stimulate a national conversation about language throughout the UK”. Project staff set about this task by gathering an unprecedented level of dialectological and folk-metalinguistic material which was then selectively packaged and offered to regional, national and international audiences across the BBC’s television, radio and internet outputs. Viewing that national conversation in terms of a discursive space (Heller, forthcoming) populated by both the BBC and its “community of coverage” (Cotter, 1999: 168), we address the effects of the mediating and mediatizing (Johnson and Ensslin, 2007: 13) practices which shape the discursive space in which one so-called language ideological debate (Blommaert, 1999) is aired.

In the present paper, we will concentrate on the interactive webpages of the BBC Voices project, shedding light in particular on representations of the UK as a multilingual nation. In order to do this, we employ a theoretical framework that combines practice-focussed (Cotter, 2001) ethnographic techniques with the tools offered by hyper-modal (Lemke, 2002, Johnson et al., forthcoming) discourse analysis. Such a framework will allow us to trace the emergent structure (Bauman and Briggs, 1990) of such a “discursive space” as conflicting discourses are voiced and negotiated.

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Representation of Speech and Thought in TV News Heteroglossia: Dialogic Contraction vs. Dialogic Expansion.

The present study analyses the representation of speech and thought in TV news discourse, and the encoding of beliefs and viewpoints in reported speech through a corpus-based analysis of British TV news reports. Even though objectivity and impartiality are explicitly required by broadcasting regulations and journalists constantly make their best to produce news stories as objectively as possible (Harrison 2000), it has been argued (e.g. Glasgow University Media Group 1980s; Hartley 1982; Fairclough 1989; Van Dick 1988; Fowler 1991) that news discourse is a construction of reality rather than a “value-free” representation of events, and journalists’ attitudes are encoded in textual strategies and grammatical phrasing. Sharing Stubbs’s (1996: 197) view that utterances always encode the text source’s stance towards it, the present study will focus on the “dialogic” (Bakhtin 1981; Martin & White 2005: 93) nature of all verbal communication by which speakers refer to prior speakers and the ways in which they connect to them. More specifically, it will be concerned with the heteroglossic resources (e.g. reporting verbs) adopted in TV news discourse to report politician’s, experts’ and other public figures’ utterances in order to analyse the journalistic stance towards both the referenced text and speakers, and the rhetorical effects which derive

from such positionings. The present study will mainly draw on the Corpus assisted Discourse-studies (CADS) methodology which combines quantitative and corpus-based techniques (such as frequency lists, collocates and concordances) with more qualitative analytic tools traditionally adopted in discourse analysis. In particular, the present paper will considerate Martin & White's (2005: 102) distinction between the "dialogical expansion or contraction" of reporting verbs in terms of the extent to which they close down or open up the space for dialogic alternatives in the text, and the consequential rhetorical effects of such choices on the public opinion.

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Email Communication –Attributes and Stereotypes.

The paper focuses on characteristic features of every day communication in New Media with special regards to private writing in emails. First, it will be illustrated what significance email has compared to other forms of communication (e.g. chat and instant messaging) and to what degree the technology has an influence on how emails are composed. Second, various linguistic features which are generally claimed to be typical of email will be critically discussed. In this context, I will argue that there is no reason to assume a language which is unique to email and show that it is rather inaccurate to use terms such as 'netspeak'. Nevertheless, it will be pointed out that there are new communication practices when it comes to emailing—communication practices which did not exist prior to the rise of CMC and which certainly have an influence on people's social and communicative behaviour. This particularly applies to email dialogues which can be regarded as a typical feature of CMC and will be more closely examined. The last section will focus on theoretical approaches for analysing CMC in general and email communication in particular: On the one hand, I will introduce a model which is well known in the German and Romance scholar's work, namely the orality-literacy model by Peter Koch and Wulf Oesterreicher. On the other hand, I will refer to Susan Herring's classification scheme which brings together relevant aspects of the technical and social context that influences discourse usages within CMC. In respect to the future of email use, I will propose the thesis that email communication is a form of snail mail communication which will persist in certain areas only whereas it will be ousted by more synchronous means of online communication in many others.

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Prims, Sims and the Aesthetic Commodification of Language: Neo-capitalist Metapragmatics in Second Life®

This paper looks at how language is represented and ideologised in terms of implicit metapragmatics (Woolard 1998: 9; cf. Lucy 1993; Silverstein 1993) in the MUVE (Multi-User Virtual Environment) *Second Life*® (SL). As opposed to Massively Multiplayer Online Roleplaying Games (MMORPGs), SL is a distinctly non-ludic virtual world, whose residents engage in simulative interhuman activities such as avatar-based sexual intercourse (some cases of which

have brought about First Life divorces), and the trading of virtual commodities using Linden Dollars, which are fully convertible to 'First Life' (FL) currency. Hence, SL is, though not 'actual', real enough to have a considerable ideological, cognitive and emotional impact upon its millions of users. Quantitative site, event, resident, group and wiki searches in-world suggest that the vast majority of language-related metadiscourse revolves around language learning (including Linden Script) and shopping for language-related products (e.g. a 'bidirectional multi-language greeter', 'body language' as an avatar property, and the 'metanomics.net language translator'). Thus, the commodification and commercialization of language-related services and artefacts goes beyond the promotion of conventional 'professional' disciplines within FL Applied Linguistics. As a matter of fact, they include the creative in-world re-application and often sexualisation of computer-mediated communication. Indeed, the distinctive communicative utilities offered by the Second Life interface (e.g. voice-over and written chat, instant messaging, wikis, notes, authentic speech recordings and streaming videos) open up unforeseen potential for educational, social and self-expressive uses and representations of language. This is further augmented by the phenomenon of avatar re-embodiment, which enables resident learners to project and experiment with alternative identities – a progressive form of didactic, therapeutic but also, importantly, neo-capitalist and often exploitative role-play. A close, multimodal discourse analytical reading of representative language education and commerce sims is offered with a view to demonstrating how interior/exterior architectural design as well as other modes and techniques of *Second Life* creativity are used to create virtual spaces that facilitate and aestheticise, but also chauvinistically hypersexualise language-related issues such as linguistic knowledge transfer and translation, learner autonomy, communicative competence. Furthermore, despite its inherent potential for multilingual usage, SL clearly promotes a radical version of Anglocentrism, Western neo-capitalism and the technophilic marginalisation of minority languages.

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Transnational Political Identity in a Digital Borderland: Hybridity, Metaphor, and the Role of English in an Indian Economics Blog.

New media plays a pivotal role in both maintaining dominant ideologies and enabling counterhegemonic political forces around the world (Crack, 2008). In particular, blogs can act as a social nexus that facilitates political orientation in transnational communities (Chayko, 2002). Yet because of the rescaling of social activity that occurs in such forms of globalized communication, we are still coming to understand how users enact and index political identities in globalized new media forms. This is especially true in transnational public spheres in which participation is complicated by the role of English as a *lingua franca*. In view of this, I present in this paper how authors and readers of *The Indian Economy Blog*, an English-language blog from India, assert their ideological identities through metaphor, interdiscursivity, and the exploitation of genre hybridity. To determine this, I conducted a critical discourse analysis (CDA) of a series of blog posts and related comments using a CDA / media discourse framework (Fairclough 2001; Fowler 1991). Additionally, because blogs are a relatively new digital media form, I performed a genre analysis based on Bhatia (2004) and Herring (2004). I also analyzed contributors' use of English based on the global Englishes perspective of Pennycook (2007). In doing so, I aim to demonstrate: 1) how users employ various linguistic resources to perform identities in online political debate; 2) how the genre hybridity of blogs can shape and complicate political discourse and ideological

positioning; and 3) how linguistic competence in a lingua franca complicates identity construction and performance in new media-based forums. In examining these issues I hope to contribute to the field's present understanding of the role of new media language, in particular the global English of blogs, in extending political discourse into digital, transnational public spheres.

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Nico Nico Douga: 'Matsuri' Consumption of Media Mythology as Viewing Ritual.

This presentation examines Nico Nico Douga, or "Smile TV." The massive Japanese video-sharing site appeared at the height of Japan's recessionary period as fan-produced entertainment of the most creative, vulgar and pedestrian sort. As the name implies, it is intended to make viewers smile, but, as Japanese linguists have pointed out, is something akin to "a bathroom wall." The community site was made popular by "otaku" hardcore fans, but is now being viewed by youth of varied socioeconomic backgrounds. Many posts are clips of Japanese animation (anime) or music, but registered users often parody the original work or even create their own media contributions. In further erosion of the dialectic of production and consumption, viewers type comments on the visual material for everyone to see and enjoy. Media is an interface for shared discussion of an iconic circuit of media mythology consumed, and rearticulated, in the viewing ritual. This fosters what users refer to as "*matsuri*," the feeling of collective mind and experience. With this established, I will examine the specific example of Hatsune Miku, a virtual singing idol based on vocal synthesizing software and produced almost entirely by fans on Nico Nico Douga. Despite these humble beginnings, the intensity of the *matsuri* surrounding her was such that she dominated figures, costume, fan-produced comics, made appearances in anime, became a manga (Japanese graphic novels) star and so on. This is clearly in part what Henry Jenkins has described as "convergence culture," but with several notable exceptions. *Matsuri* is at the heart of a new form of digital communion becoming dominant among young techno savvy Japanese, but still largely unknown both in Japan and abroad. I will analyze the sorts of personal expressions being made in this setting and the types of interpersonal relationships engendered by such expression.

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"It's Complicated": Stance and the Facebook Relationship Status.

On Facebook, one can choose to indicate one's relationship status, whether one is single, in an open relationship, in a relationship, and so on. Among college students at Indiana University, the relationship status category on Facebook can be a highly charged declaration. To assert one is in a relationship through this Facebook menu is often taken to be asserting a strong degree of commitment to another individual. Yet people also use the relationship status as a placeholder, as a joke, or to indicate an imminent break-up. Because the meaning of this category can be underdetermined, college students can devote considerable time interpreting precisely what their own relationship status should say, and what others' statuses are supposed to indicate. Both

joking relationship statuses and the relationship status category “it’s complicated” require interpretative labor to determine precisely what stance the animator of the Facebook profile is taking towards their declaration. “It’s complicated” is often taken to hint at problems in the relationship, and seen as one of the first public indications on Facebook that a break-up might be imminent. Yet this is a widespread but not uniform use of “it’s complicated,” which can also be used to indicate the beginning of a relationship or how spatially separated the couple is. In this paper, I outline strategies for interpreting Facebook’s relationship category, focusing in particular on the multiple indexicalities of the relationship category “it’s complicated” and joking relationship statuses.

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Itanglish: The Language Of Texas Holdem’poker Becomes Italian.

Texas Hold’em Poker has broken into Italian culture for a few years and it has followed the same patterns as American pop culture to spread: television and the Internet. The game has become popular in Italy, so much that it has been considered a sport discipline recently, losing its gambling image. Along with the game, Italians have learnt its language, too, integrating its words into Italian. To raise has become *raisare*, to fold has become *foldare*, to call has been transformed in *càllare* or even modified in *còllare*, due to transcription of the pronunciation. Names like seat, stack, button, chips, and many others have been completely absorbed as an integral borrowing into the language, even if they have some effective equivalents in Italian, representing “luxury borrowing”. It is interesting to observe how easily this process has permeated Italian culture, which is clearly willing to accept any American format or product. The relevance of the phenomenon is evident: most websites and blogs are full of these borrowings, and the evolution of the integration of these words even in syntax is rapid. From a linguistic point of view, this process of integration of words represents a cornerstone as it is halfway between necessity borrowings and “luxury borrowings”, as some existing words in Italian would not be able to describe effectively the game and the whole phenomenon, while some others do. The problem is that using the Italian word would “depreciate” the American nature of the game. Thus, integral borrowings would be a set of new words, similar to the set of words introduced with IT technologies, but on a smaller scale. The analysis of the relevance of the phenomenon has been carried out reading websites, blogs and also some publications, magazines and books regarding Texas Hold’em Poker. The data have been interpreted and discussed under a linguistic and sociological point of view.

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Speechless Acts: On the Speed of the Now from the Classical Postcard (1868) to the Internet Multimedia Card.

Taking the arguments of Paul Virilio as a point of departure, and Jean Baudrillard, Umberto Eco,

J.L. Austin, and Jacques Derrida as primary theoretical models, I hope to show that from their inception the various varieties of postcards (and related media) have been designed to accommodate our conceptions not of the nature of communication itself, whose functions are subtended by other media, but rather the speed at which we can convey a particular network of ideas associated with acts of interpersonal communication. Thus, I would explore particular relations of technologies and the social functions of direct communication in terms of what I term the "economy of hurrying." Unlike other "now" media, however, postcards have relied on the interpenetration of different semiotic systems, initially those between image and text, but increasingly also those relating visual to sound and musical cues, processes that have important implications for the work of classical as well as contemporary theorists ranging from Benjamin and members of the Frankfurt School to Roland Barthes and contemporary semioticians. Arguing that the recipient of any such "card" -- from 1868 onwards, when they came into being through a legislative act -- has had no conclusive way of deciphering the degree of cognition and care required for the production and delivery of the particular message, I will explore a series of topics (such as the relation of art, graffiti, and personal statement) in addressing the larger issues of social cohesion through acts of formalized message exchange.

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Newspaper editorials perform a special role within the pages of the press, as they, unlike other news texts, are openly persuasive and there is usually less emphasis on objectivity (Lee and Lin, 2006). They represent the participation of the newspaper in public debate (Le, 2003) and are sites where ideological stances can often be found (Hackett and Zhao, 1994). This paper examines a selection of British newspaper editorials that focus upon British politicians and British party politics, in order to examine the relationship between the newspaper, its readers (idealised or otherwise) and the political parties and politicians represented. The paper forms part of a wider study into how the ways in which newspapers construct identities for individual politicians can reflect political ideology, and utilises an analytical method which combines the approaches of critical discourse analysis with the concepts of performed identities and communities of practice. The study highlights how, by constructing identities for politicians, newspapers reveal their own political identities that are closely aligned to political parties, while simultaneously encouraging readers to conceptualise events in such a way that serves the ideology in question. In this paper, editorials about financial policy from four British newspapers (*The Guardian*, *The Daily Telegraph*, *The Daily Mail* and *The Daily Mirror*) are examined in detail. The paper highlights both the ways in which newspapers construct identities for politicians, alongside the effects of doing so - how this serves to construct identities for the newspapers themselves and orients readers towards sharing a particular point of view. The paper will identify the role of metaphors, modality and other linguistic markers of stance in identity construction, and will compare and contrast the ways in which broadsheets and tabloids and the left and right-wing press orientate towards politicians and encode political ideologies.

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Language Development through Online Dialogue Journals: Enhancing Higher Order Thinking Among Middle School Students.

Imagine we each had our own literary partner, someone we could dialogue with about the texts we were reading regardless of the time or distance between us. Online writing spaces, blogs specifically, provide a context for this type of literary sharing. Through blogging, we can engage in written dialogues with people outside our immediate geographic circles creating new literary partners, embracing new perspectives, and sharing new insights. In an attempt to put research on conversations and comprehension (Langer & Close, 2001) and the new literacies (Leu, Kinzer, Coiro, & Cammack, 2004) into practice, the authors' implemented a collaborative blogging project between preservice middle school teachers and middle school students. By using blogs as dialogue journals (Atwell, 1998), participants engaged in conversations that demanded higher order thinking and reflective responses to a popular middle school text, *The Giver* (Lowry, 1993). Effective conversations about text have shown to deepen both comprehension and engagement (Langer & Close, 2001). Rich conversations move beyond literal recall into higher order thinking skills, like analysis, evaluation, and synthesis (Bloom, Englhart, Furst, Hill, & Krathwohl, 1956; Lewis & Smith, 1993). When students converse using higher order thinking skills, comprehension is deepened (Bloom, et al., 1956). Dialogue journals (Atwell, 1998) provide a tool for capturing this thinking, offering students the opportunity to reflect and react to texts and audiences. Moving this instructional tool into the context of the Internet can provide a wider audience for students and maximize the comprehension of texts through written conversations. Using a constant comparative method (Glaser, 1965), students' blog entries were analyzed over time to detect changes in the complexity of their written language as indicators of higher level thinking processes. Preliminary results show that through on-going dialogue with a literary partner, students' blog entries were of increasingly greater length, written language structures become more complex, and language use was more sophisticated, which indicated a movement from lower level thinking skills (i.e. basic knowledge and recall of information) to higher levels, including synthesis and analysis.

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Anglicisms, Globalisation and Performativity in Japanese Internet Bulletin Board System.

This paper explores Anglicisms in Japanese popular culture in the light of globalisation and performativity. The study of language contact in Japan is far from new in sociolinguistics, where the contact between Japanese and English has been mainly examined in terms of borrowings. However, this work historically focused on the categorisations and stylistic functions of loan words, and so foreclosed any appreciation of how anglicisms are used to construct new semiotic meanings. Pennycook's approach to

Japanese hip-hop music, based on globalisation and performativity (2003), opens up a new way of viewing the phenomenon of borrowing, indicating that anglicisms in other genres of Japanese popular culture could also be examined using this new theoretical framework. Thus, this research reported here focuses on anglicisms in an internet bulletin board system (BBS) called '2 Channel' in Japan, where the users who anonymously access this part of cyberspace exploit anglicisms, creating a unique, playful dialect, which may possibly be associated with identity construction in an online context. In addition, borrowing of this kind cannot be viewed as simply lexical items borrowed on a nation-state basis. Rather, the embedding seems to be taking place multidimensionally, even in such a restricted internet community. This can be only understood based on a more recent conceptualisation of globalisation as localisation on global scale. Given these perspectives, the aims of this research are threefold: firstly, to identify how anglicisms are used to construct 2 Channel users' identities; secondly, to see how the use of anglicisms relate to the formation of communities in the BBS; finally, to investigate what relationships pertain between globalisation and the process of constructing these identities through anglicisms. This paper suggests that anglicisms are used to construct 2 Channel users multidimensional identities, and draws attention to the way that globalisation has become a force to produce new semiotic meanings.

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Postsecret: Stance Genre and Medium at the Intersection of the Material and Virtual.

PostSecret is a website where selected postcards, sent anonymously via mail to the webmaster, are posted online to a site that includes a corpus of cards, reader commentaries, a blog and chat function. The texts and images of the cards are framed as depicting a secret held by the sender. This paper examines the relationship between genre, medium and stance, with a particular attention to the stancetaking potentials offered by a) acts of recontextualization of words and images on the postcards and b) the trajectory of the postcard across media. These recontextualizations and trajectories include layering and commentary on "found" images and cards, as well as the extension of the "PostSecret" concept to video secrets now posted on the website, and the publication of cards posted on the internet in several books. The argument is that the structure of the website foregrounds process and movement across texts and media and makes them salient resources for stancetaking and its interpretation. In short, the genre of the online postcard is interpreted through the lens of (and in tension with) the genre in the old medium. The author can thus be seen as taking up a stance vis-a-vis within this complex framework. The analysis focuses on how the stance potentialities of this site intersect with the confessional genre; in particular, how the status of the "confession" is inflected by the ambiguity or multiplicity of participant roles of this particular genre and the lamination of virtual onto "actual" media. One line of analysis explores the materiality of the card as a possible metaphor for truth or authenticity. Another takes up the interplay between traditional postcards and this new genre with respect to the boundaries between public and private and intimacy or anonymity of readers/addressees, arguing that the site functions as a moral public square, while offering the

sender flexibility in his/her stance towards that moral and social order.

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The Obligatory 'Holding Up the Leaning Tower of Pisa' Photo: Stance-Taking, Self-Presentation and Social Judgement in Online Photo Albums.

The rise and practices of mass tourism coincided and have been inextricably linked with the invention and spread of photography. Tourists' photo albums became repositories of their imaginings of the tourist destination and sentimental resources for their narrativizations of self (and other). The holiday snapshot *placed* the tourist (and, indirectly, their loved ones) in idyllic, iconic or otherwise inspiring landscapes (Crashaw and Urry, 1997; Crang, 1999). Nowadays, these practices have gone online and, as a consequence, gone very public through tourists' use of blogs, social networking sites and especially photosharing services. As with "old new media" like personal homepages (cf. Thurlow et al., 2004), the kinds of multimodal identity display found in online travel albums (e.g. *flickr*) are enacted through the multiplication of stances taken by their owners; they are also co-constructed in comments posted by/for familiar *and* unfamiliar viewers. It is this very public exchange which forces us to rethink stance. Take, for example: "Yes, this is Erika 'holding up' the Leaning Tower of Pisa. Corny, we know, but every body has to do it". With reference to the practices of online consumption, the apparent obscurity of most sites, their local appeal and self-serving function, we will show how the self-referentiality of the tourist photographed in a well-known tourist site/sight occupies the position of both *stancetakers*, as well as the position of the *stance object* in DuBois' (2007) "stance triangle", causing the triangle to "collapse" into a single point. In this way, we see an imagined, relatively disconnected and fragmented community of online travellers characterised by increasing individuation, marketization, uncertainty and declining participation (Bauman, 2000) reproducing tourism as a privileged and elitist practice (Jaworski and Thurlow, 2009).

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Constructing a 'New Normalcy' among 'Invisible Friends' on a Listserve for Parents of Severely Disabled Children.

This paper explores how members, associated through a listserv of parents of severely disabled children, represent and construct issues of dis/ability, depression, death, and caring for their children. This paper also examines how these parents construct 'a new normalcy' for their lives in general. This is explored not only in terms of a construction of a 'normalcy' (or humanness) of their children, but also in the parents' struggles to find a 'new normalcy' in their own lives in dealing with overwhelming depression in a situation which will tend to deteriorate rather than heal. Other issues examined include the balance of privacy and disclosure of their personal lives and struggles; how they seek and receive sympathy, support and information from others; and how they use multi-modal means to share their lives (including web links to their blogs and other

personal sites (with photos, videos and messages) and web links to various sites for medical information, for purchasing various kinds of medical equipment, and so forth). This study uses a post-structuralist discourse analysis approach combined with (the integrative Foucauldian trajectory of) discursive psychology. Various extracts from the list will be examined using both a micro-linguistic and a macro-discourse perspective. Linguistic traces of various discourses appearing in the data will be examined such as: a 'proud' parent discourse; parents as experts (on their child) discourse; doctors can't be trusted discourse; fulfillment/love in motherhood discourse; and so forth. How the parents use language for various functions will also be examined, such as: admonishing, celebrating, sympathizing, appealing for help, denying, and so forth. With most of the member parents having never met their 'invisible friends' in the listserve, this paper clearly shows how the new media has played a new globalizing role in the 21st Century. The members exchange information, provide emotional support and share similar experiences which they believe are often more useful, consistent and reliable than the information or support they could get from their doctors.

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Linguistic Normalisation and Language Ideological Processes on the Web: The Case of Irish and Sami Tourist Websites.

Our paper explores the normalising and language ideological processes that are at play on tourism websites for two minority language situations, namely Dingle in Ireland and Inari in the Finnish Samiland. We argue that in tourism settings located in minority language situations, the particular packaging of linguistic and visual resources on such websites may reveal macro and micro level language ideologies, and notions about normalized language hierarchies and relations. Through an analysis of data gathered from 14 respective tourism websites for Dingle and Inari this paper will outline how the use and indexing of minority languages in web environments can have multiple outcomes and effects. In concluding, we suggest that while the type of token and emblematic usage of the respective minority languages may be seen to contribute little to normalization, the appearance of languages such as Irish and Sámi in a global medium, the Web, and in a new and economically significant domain of tourism has obvious importance in terms of adding value both in ideological, symbolic and economic terms.

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Co-presence in British and Polish Text-Messages: Cross-cultural Perspectives.

Since the emergence of computer-mediated communication (CMC) in the 1990s, research has concentrated mainly on Internet communication (Kendall 2000, Baron 2008), leaving texting without due attention; the relatively few existing studies tend to concentrate on the unique linguistic features and functions of texts (Thurlow 2003, Crystal 2008). At the same time, the development and ubiquity of CMC seems to have facilitated a shift in the users' approach to this

form of communication in terms of managing physical distance in text-only interactions. This paper shows how such a verbally minimalist, notionally transactional modality as ‘text-message’ has become a powerful resource for texters to discursively create an illusion of *co-presence* (Ijsselsteijn & Riva 2003), defined as a sense of being together in a shared interactive space. Analysing a corpus of text-messages sent by British and Polish volunteers, I establish that Polish and English senders employ a variety of textual tools to mark co-presence in text-messages. These strategies, which include references to places, sensory cues, and activities, show significant differences and some similarities between Polish and British senders. Texters in both groups describe places where their interaction occurs and verbally signal entering and leaving a common communicative space, e.g., *Jestem, ale Ty już chyba śpisz* [I’m here, but you’re probably already asleep]. English senders employ deixis to mark social presence but physical absence of the interactants, e.g., *u here yet?*, and also use inclusive *we* to signal mutuality in communication. This contrasts with Polish senders who concentrate on conveying the sensory cues available to them to the recipients, as in flirtatious messages, where English senders describe activities in the form of directions for the recipient and at the same time mutually create a shared activity – initiated by the sender but performed by the recipient. This cross-cultural study advances current knowledge about discursive ways of marking presence in CMC, and leads to larger questions about texting as a mode of communication that offers enormous expressive possibilities despite physical restrictions.

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The Discourse of Pedagogic Practice in a Game-Based Internet Fan Community.

In this paper, we explore how new technologies motivate and support the development of new forms of pedagogic discourse. Pedagogic discourse (Bernstein, 1996) refers to how “official” theories of learning and pedagogy are recontextualized in ‘the pedagogic device’ of classroom interaction, shaping relationships between teachers and learners, constructing subject matter as well as learners’ identities (ibid). As Kress et al. (2000) argue, changes in representational forms and affordances of new technological media raise important challenges for official pedagogic discourse. Online video game fan sites are intriguing locations for the reconstruction of pedagogic discourse. Created and moderated by gamers themselves, they are important spaces for developing and sharing knowledge about game play; as collectively designed learning environments, they offer a contrast to formal, expert-driven educational settings. We analyze the pedagogic discourse of a fan site associated with *The Sims*, the best-selling computer game of all time (Ortutay, 2008). The *Sims* fan community holds particular interest because fans are involved in learning to create digital content for the game, ranging from new game objects to digital movies. This fan community is more diverse than most game communities, involving equal numbers of male and female players, of all ages and socioeconomic backgrounds (Hayes, King, & Lammers, 2008). Our analysis focuses on local manifestations of Bernstein’s three principles, or rules, comprising the pedagogic device: distribution, recontextualization, and evaluation. Our findings illustrate how community members construct a shared, though contested, understanding of the site’s official knowledge and practice, form and regulate new identities for participant-learners (e.g., newcomer, hangout helper, mega-member) and establish means for inducting new participants into the community’s discourse. We identified the influence of school-based forms of

pedagogic discourse as well as discourse drawn from popular culture (e.g., *Becoming a Superstar*) and tensions as participants negotiate different expectations for the site and its members. While limited to one fan site, our analysis suggests that pedagogic discourse is an important aspect of the evolution of game-related fan communities, and in turn, that we should take these sites seriously as opportunities to understand the potential of new media for reconceptualizing teaching and learning.

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What are You Doing Right Now?" Facebook Status Updates as Hybrid Literacy Practices.

Social Network Sites (SNSs) such as Facebook and MySpace have often been cited as typical examples of Web 2.0. However, few studies to date have examined SNSs from a language or discourse perspective. This paper grows out of a broader study that explores Facebook and other Web 2.0 spaces as new computer-mediated discourse and literacy practices. On Facebook, people manage social relationships through a range of textually-mediated activities, such as creating their profiles, sharing photos, writing personal notes and messages on one another's sites. This paper focuses on one writing space on Facebook called "status updates", where users update friends about their current activities by answering a simple question "What are you doing right now?" posed by Facebook. A Facebook status message must begin with the user's first name, followed by a space and an editable "is" (e.g. "Angie is _____."), suggesting that the user should speak as a third person. However, a content analysis of the discourse functions of 372 status messages reveals that most of the messages do not report on what the user is doing. Instead, they express users' opinions and judgments, or release emotions by using different verbs. Follow-up interviews with selected participants also confirm that both the "What are you doing" question and the pre-assigned verb "is" are frequently ignored by the message writers. These findings suggest that writing on Facebook is not only shaped by the technological affordances of the medium, but is also the result of user imagining audience and negotiating identities. As with any forms of writing, people constantly draw upon a range of purposes, available linguistic resources, and previous experiences of computer-mediated texts when writing on SNSs. The fact that people often ignore what Facebook asks them to do and invent new ways of writing is a clear instantiation of hybrid literacy practices in contemporary society, where dominant discourses and self-generated writing practices interact.

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Facebook – An Example of 'Bottom-up' Language Policy in the New Media?

Facebook is a social network site (SNS) set up with the goal of giving 'people the power to share and makes the world more open and connected' (<http://www.facebook.com/facebook>).

However, Facebook was only available in English until February 2008, when it announced the localisation of Facebook into the languages of its users

(<http://www.facebook.com/press/releases.php?p=16446>). As of January 2009 it is available in thirty-seven languages, including some minority or regional languages, such as Irish and Welsh, language dialects, for example U.S. English and U.K. English and with many other languages in progress (www.facebook.com). Facebook has not employed translators on its staff, but rather developers who created the 'translation application', which enables users of Facebook to translate the SNS themselves. It works through a network of users, 'translators', submitting translations and the language community then approving them via a voting system. In piloting the system Facebook was translated into Spanish, by 1500 users/'translators', in less than a month (<http://www.facebook.com/press/releases.php?p=16446>). This has now been extended as mentioned previously and I will investigate the translation of Irish in this presentation, using virtual ethnographic methods (Hine, 2000). Existing research on the interaction of minority languages and new media has focused on the potential for greater linguistic diversity afforded by the Internet. In this presentation, I would like to move the focus from the issue of linguistic diversity on the Internet to the issue of language policy, language policy being understood here as existing on 'all levels of decision making about languages' and not just in language acts passed on the political level (Shohamy, 2006: 48). In particular, I want to examine how 'bottom-up' language policy is created by minority language internet users, taking Facebook and its 'translations application' as my main example.

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Presupposition and Persuasion in Popular Management Prose.

This paper seeks to explore the persuasive and ideological use of presuppositions in popular books on management strategy and leadership. Although early theorists assumed that presupposed beliefs must be accepted in advance by all participants in a discourse situation for a text to be pragmatically adequate, later models have emphasised the dynamic and exible nature of these beliefs, showing that presuppositions can be used under certain conditions to update the shared stock of information (Karttunen, 1974) in a process usually termed accommodation (Lewis, 1979). Sbisá (1999, 493) has argued that this form of transmission suits admirably well the communication of ideological beliefs\assumptions, not necessarily conscious but liable to be brought to consciousness, about how our human world is and how it should be". We argue that this use of presupposition is central to the success of popular managerial writing, which is concerned with the deontic projection of desirable practices. Presuppositions populate the readers' model of the world with entities and processes that selectively promote certain courses of action. They both project ideal models for practice derived from the assumed characteristics of existing leaders, and depict the current environment in such a light as to make some decisions and choices appear inevitable. Exploring the cognitive context of leadership theories, we seek to analyse their unstated premises through a systematic expansion of presuppositions. As presupposed knowledge is less immediately accessible to readers and writers than explicit claims, we suggest that it is a prime location for identifying the ideologies that fuel managerial theory and practice as expressed in popular management prose, elsewhere noted as a prime factor in the diffusion of neoliberalism.

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“This Snatched Few Seconds of Mobile Video” – Embedding ‘New’ Media into the Television Coverage of the 2005 London Bombings.

The relatively recent development of so-called ‘citizen journalism’ has been hotly debated in journalistic and academic discourses. Broadly speaking, the term may be said to refer to ‘The act of a citizen, or group of citizens, playing an active role in the process of collecting, reporting, analyzing and disseminating news and information’ (Bowman and Willis 2003: 9). Many commentators have cited the coverage of the London bombings as a watershed event in the growth of this phenomenon, with 7 July 2005 being described as “the day citizen journalism became a force in British media” (Hudson and Rowlands 2007: 365). In light of the above, this paper examines how a particular type of citizen journalism, namely mobile media footage, was embedded into television news coverage of the London bombings as a breaking news story. Our work is part of a larger project funded by the UK Arts and Humanities Research Council, which explores how traumatic events (the London attacks) are mediated and later commemorated on television, and how they subsequently come to be remembered by the public. In this paper, we focus on instances of mobile media footage (both moving and still images) within four hours of video-recorded, transcribed footage from four British TV channels. Special analytic attention is paid both to the nature of the footage as a form of ‘new’ media and to its ‘remediation’ (Bolter and Grusin 2000) within a televisual context. Our findings are revealing in three ways. Firstly, the mobile media images in our corpus are remarkably homogenous, with ‘sanitised’ images of commuters escaping the bombed Underground trains predominating. Secondly, they serve an ‘aestheticisation’ function – the latest addition, we argue, to Caldwell’s (1995) thesis of television’s exhibitionist style. Thirdly, the images are discursively (visually / textually / sonically) framed in ways that downplay the ‘authorship’ of those who recorded them. Our findings thus challenge assertions that citizen journalism has an empowering and democratising force for the general public (see Gillmor 2006), pointing instead to a much more complex phenomenon of stylised mobile witnessing.

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The Role of Language in the Digital Representation and Communication of New Environmental Business Identities.

To be or not to be green is no longer a question for business communities. The challenging question is: how is business greening promoted or greenwashing exposed in the new media? This paper explores how knowledge about business greening and greenwashing is communicated in the specialized discourse of CNN’s “Eco Solutions” videos. The videos can be accessed at: <http://edition.cnn.com/CNN/Programs/eco.solutions/>. Drawing upon a multimodal theoretical framework, the paper discusses how the new environmental business identities are digitally

represented and communicated in accordance with the potential and constraints of language, images and sounds. The paper intends to establish which semiotic modes are given prominence in the digital discourse by examining the complex interconnectivity and functional differentiation of the semiotic modes. On the basis of this exploration, the paper focuses on the role of language in the complex semiotic interplay. As the greening or greenwashing efforts of businesses are persuasively promoted or critically exposed, the paper discusses the role of language in this multimodal interplay in processes of discursive transformation like evaluation and legitimation. Thus, the proposed model of analysis aims to reveal how evaluation and legitimation are employed in order to shape public awareness and understanding of environmental issues in the context of the greening or greenwashing efforts of businesses.

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A Japanese Flame War - An Analysis of User-generated media as Discourse.

Since the rise of the Web 2.0 concept and its applications, the creation and consumption of ever-increasing amounts of user-generated content has become second nature to many people. Rosen (2006) named the users of audience-centred social networking tools as the "people formerly known as the audience" - people do not just search, read or watch; they can now control media creation and distribution by producing, commenting on, sharing, and quoting the digital contents, just as much as they consume. As a result of gaining power of creation, cyberbullying has been steadily increasing in Japan, and the Tokyo Metropolitan Police received record-high 8871 cyberharassment consultations in 2007. This study examines an interactive communication space from Japan's most used online bulletin board service (BBS) '2 channel', which provides a space for people to connect around a topic of common interest. According to a survey by NetRatings Japan (2007), '2 channel' was ranked among the top eighteen websites that exceed 10,000,000 unique users (UU) per month. Another survey on a page view (PV) in 2008 reported that approximately 60 million PV requests were made to download contents from '2 channel'. In this paper, I will analyze an incident which occurred recently on the blog of a Japanese comedian, in which a huge number of trollish comments had flooded the blog in response to a rumour about the comedian that had been spread on the 2 channel website. Uniquely, this "flame war" led to the arrest of 18 people after their legal identities were disclosed in February 2009. Currently, this event is the subject of a large thread on '2 channel'. It is this thread which I will analyze. The analysis will demonstrate the nature of "matsuri" (lit. 'festival': an explosive growth of a thread in a bulletin board), "arashi" (lit. 'storm': internet vandal) and the effects of "echo chamber" on Japanese Web 2.0 behaviour, and their realization in the Japanese language. We conclude that the anonymity that a bulletin board provides is a double edged sword, allowing such negative incidents to occur at the same time as protecting whistle-blowers' identity.

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Deconstructing Boundaries Between Modes of Communication: How Labels (Mis)Represent the Image of (New) Media.

Ideological assumptions about different modes of communication with or without (new) media have been delimited by the labels inscribed to them. Language is a powerful tool, determining identity as well as its representations. Butler (1997) argues that the meanings and representations of the subject are constituted in language through naming; the subject achieves social existence and recognition by others' naming acts. Such acts, however, could be injurious if they fail to correspond properly to what is being represented by the language. In fact, this problem is inherent to the labels or language in (new) media studies such as "online, virtual, the internet, or computer-mediated," "offline, real-world, or face-to-face," and "mobile" interactions. Although scholars have explored different communication modes exclusively based on this categorization, the definitions of boundaries among them have been blurred by perceptions of and actual usage of (new) media. For instance, current mobile communication devices enable both face-to-face and online interactions simultaneously. Yet, boundaries still remain in academia, leaving behind emerging implications of online interactions via mobile communication devices. In addition, online interactions have already become one of many banal modes of communication and are no longer limited to a certain group of people. Yet, a label such as virtual, as opposed to real-world, has been used synonymously to refer to online or computer-mediated communication. Such naming provokes certain images—most likely negative—of how people perceive interactions and behaviors online in comparison with those face-to-face. This is based on presuppositions of the optimal nature of face-to-face or real-world interactions (Thurlow, Lengel & Tomic, 2004). Furthermore, a singular categorization such as young people or teenagers that molds monolithic and stereotypical assumptions about them is criticized within the disciplines (Green, 2003; Green & Singleton, 2007). As the theme of this conference suggests, the idea of the new media calls for revision as well, since what one assumes to be new is not necessarily so for others. Therefore, it is necessary to deconstruct the ideological assumptions and boundaries that labels have developed in various—sometimes competing—fields.

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Negotiating Virtual Authority: Modal Directives in Expert/Novice MMORPG Interactions.

This paper is a linguistic case study examining how the internet provides access to new, networked communities of practice, informed through relations of power. In the massively multiplayer online role-playing game (MMORPG), *The World of Warcraft*, "guilds" are membership troops constructed through joint enterprise, mutual engagement, shared repertoire, and community resources. While these groups are maintained through a hierarchical system of expert and novice players, membership requires guildmates to work together and to

communicate effectively in order to achieve common goals. Lave and Wenger (1991), developed the term Communities of Practice, as a way to account for the process of social learning within face-to-face communities through peripheral participation. Through this participation, new initiates are socialized into the community by learning necessary group practices and by taking part in group engagement. In a similar way, members of virtual communities incorporate comparable frameworks of social learning and gaming socialization. In the guild, novice players are required to participate in raiding activities alongside expert players. Status and legitimacy are displayed in the group though not only players' physical abilities, but also their capacities to verbally direct the group using technical explanations and gendered, military registers during raiding activities. As leaders, expert players linguistically negotiate between authoritative verbal displays of expertise and face-saving strategies of solidarity and cooperation. Through participant-observation, I investigate how language and practice shape the group virtually, in the absence of face-to-face interaction. Over the course of one year, I collected more than 60 hours of recorded voice conversations synced to real-time video-capture of World of Warcraft raiding events. Using conversation analytical techniques, this study explicates players' use of deontic modality, described as language of action, duty, and obligation. Looking specifically at the players' use of the quasi-auxiliary modal expressions like "have (got) to" and "need to," this research investigates how community game goals are organized and achieved through socializing and negotiating communicative strategies of power in expert/novice virtual interactions.

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Linguistic Ideologies of Literacy in Japan: Observations from Japanese Mobile Phone Novels.

While research on *keitai* (mobile phone) communication in Japan has been increasing (Ito et al., 2005), aspects of Japanese mobile digital culture involving production and consumption of fictions are yet to be studied. I explore Japanese *keitai* novels popular among adolescents, particularly high school girls, from the perspective of linguistic ideologies of literacy (Woolard, 1998). I first provide the background of internet-accessible *keitai* indispensable to youths in Japan, and then explain how and why *keitai* are used in the creation and distribution of fictions by young amateur novelists and their peer readers (who are also writers). Their novels are crafted and read on *keitai*, often during the train ride to school or work, as *keitai* are more affordable and practical than PCs. Among five million registered users, these stories are posted on and downloaded from *keitai* websites with a "library," housing over 100,000 titles. There is also reader-writer collaboration, as plots are devised based on posted and emailed comments. Popular novels ranked by fan votes have been published in print; some titles having sold three million copies also appear as film, TV dramas and comics. *Keitai* novels exhibit salient features of contemporary Japanese youths' digital discourse (Nishimura, 2003, 2008). Examinations of narrations and characters' speech and thoughts find innovative orthography with non-linguistic symbols to represent teenagers' talk; narrations of inner thoughts appear in fragmentary sentences, numerous short paragraphs and plain (i.e., 8th-grade level) vocabulary. Many authors claim that their stories are based on their own experiences, similar to blogs; readers feel sympathy toward characters, as their shared lives are perceived to be depicted. While the subject matter (i.e., love and sex) may not be new, what is new seems to lie in the overall styles in which these stories are

presented, and the interactive, ubiquitous and technologically supported processes, through which they reach their audience, regardless of writing conventions that bear ideological conceptions on language. From these observations and comments by participants and outside observers on these phenomenally popular fictions, this study illuminates linguistic ideologies surrounding written Japanese. Their socio-cultural and educational implications in contemporary Japan are also explored.

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Overcoming Language Barriers in New Media: Observations and Questions Regarding Innovative Communication Strategies in Multilingual Contexts.

Through the ethnographic analysis of a characteristically multicultural and multilingual Massively Multiplayer Online Role Playing Game, Final Fantasy XI, the means by which players speaking mutually unintelligible languages devised strategies to facilitate intercultural and interlinguistic communication are documented and analyzed based on data gathered through anthropological methods including: participant-observation, player interviews, and document analysis. The strategies developed by the players include the use of an embedded automatic translation system, character gestures, and what is argued to be a rudimentary virtual pidgin language comprised of English, Japanese, emoticons, and game related vernacular. The emergence of this communication system warrants further examination of how literacy, language barriers and translation tools affect communication and cooperation in virtual spaces. The communicative strategies developed by the players raise questions concerning assumptions on the part of the users and the designers of new media, notably those designing translation tools. To be addressed specifically in this paper based on the above research are considerations of how users manipulate language on a shared symbolic level both phonetically and semantically. Examples of these manipulations can include frequently used rebuses, abbreviations, acronyms and other phenomena characteristic of SMS messages and internet chat. The challenges presented by the systematic use of such phenomena are argued to both inhibit and modify communication in this particular multilingual context. Using this and supporting studies, we take into further consideration the presumed understandings of non-standard language use and communication strategies employed by users of new media.

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Daytime Drama and CMC: Community and Identity at a Media Website.

Virtual communities surrounding media texts present rich sites for study of computer-mediated language use (cf Baym, 2000; 1998). Soapzone.com, devoted to discussion of daytime dramas, or 'soap operas', serves as the focus for this study, specifically the forum devoted to General Hospital, a popular American soap opera. The study looks at how forum members negotiate stories, characters, media representations, and societal roles depicted from the program through

postings at the site. Data is taken from semi-structured interviews (nine members) and surveys with forum members (84 respondents), combined with discourse analysis of a corpus of forum postings and participant observation at a fan event for the soap opera. This study is seated in ethnographic methods and seeks to examine how members of the site create unique linguistic practices and uses in a particular computer mediated setting devoted to a media text. The soap opera provides community members with intergenerational histories and personal relationships as narrative resources to draw from. Drawing from study of narrative practices by Miller (1994), and Ochs (2004), as well as of conflict by Goodwin (2006), I examine the structural meta-features of forum discussion and member engagement with narratives of vicarious experience from the television program. The organizational meta features of forum discussion are shown to evolve over time as a member-generated organizational schema, and as a way to organize and structure discussion, including conflict and resolution, among forum members. How narratives are negotiated by the predominantly female membership, reflecting the audience of the soap opera format is examined within individual postings. Narratives of storylines by forum members from the soap opera demonstrate that “stories of vicarious experience are often as highly evaluated as stories of personal experience” (Miller, 1994).

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“Linguaphobia”: Analyzing the Politics of Pseudo-Plurilingualism in 21st Century Hollywood.

This paper examines the representation of global languages in current Hollywood releases. While research has argued that English is the most globally pervasive language spoken in 104 countries worldwide, followed by French spoken in 53 countries and tailed by Spanish spoken in 43 countries (Marling 2006), little research has documented how such linguistic hegemony on the part of dominant mega languages (Skutnabb-Kangas 2005; Phillipson 1992; 2003) is indeed constructed and maintained via new globally pervasive media formats such as Film. The current paper argues that one of the most prevalent global fears is linguaphobia defined as a linguistic fear of the death of monolingualness, of Englishness, in the face of an increasingly bilingual and plurilingual world order. This paper argues that one of the most powerful purveyors of culture—Film—functions to both reflect as well as sustain this linguistic fear. Language representation in 21st century American cinema is subversive for while multilingualism is increasingly being overtly represented and codified on Hollywood’s screens—while more tongues are in fact being briefly ‘heard’, albeit as short ‘foreign’ interruptions in what is still a predominantly an English audio track, Hollywood persists in denying the existence of such multilinguality. This linguistic subversion is achieved via a plethora of covert, but salient othering strategies (Riggins 1997) consisting of but not limited to linguistic categorizations of ambivalence or derision as this pertains to multilingualness. Data analyses from over 400 randomly selected Blockbusters and Oscar-winning titles demonstrate how othering strategies are utilized by filmmakers to encode plurilingualism but at the same time privilege monolingualness. The privileging of monolinguality in movie after movie exists alongside a perspective emphasizing the ‘messiness’ of multilingualism in the 21st century world order. The consequence is a pseudo-plurilingualness, linguistic fetishization, a linguistic scenario where linguistic diversity is evoked in and through one-word lexical ‘multicultural’ infusions in screen scripts rather than through

sustained discourse interactions in languages/codes other than Standard English. This paper examines in detail how this cline of monolinguality is in fact construed and constructed: how the silver screen serves to both reflect and sustain 21st century linguaphobia; and how Hollywood exploits linguistic syncretism—global plurilingualism—in the sale of linguistic homogenation—planetary monolingualism.

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HIV Anew: Taking the Virus to the Power of Globalizing Capitalism Through Branding.

While biomedicine continues to struggle with seizing the physicality of HIV, cultural-based practices have persisted to proliferate and evince strong influence in the discursive side of the virus. Branding and cause marketing are one interrelated practice that has been scaled up and replicated globally in the recent past. This practice has been deployed to not only bring awareness and basic education about the virus, but also to bridge commerce and welfare, selling the pandemic through products in the marketplace all the while reformulating viral subjectivities. Attempting to think “the logic of the object” inspires this study. In the globalizing pandemic, consumption now becomes the practice that imbues everyday life with meaning, and the branded objects are the “alibis” for the social relations that have long been problematic but now are built anew through various semiotic resources. Employing a transdisciplinary methodology based in critical language, visual, and health studies, this paper provides an overview of a social semiotic analysis of the (RED) brand. (RED) is an exemplar of contemporary strategies to coalesce best practices technologies from communication, biomedicine, and business under the banner, rhetoric, and social justice commitments typically found in Western practices of social welfare. At-large, the analysis shows that (RED) capitalizes on three general processes to imagine HIV and its attendant subjects anew. The brand re-aestheticizes the contemporary discursive virus, imploding any certain understanding of what and who it is. (RED) recontextualizes the longstanding, recognizable semiotic resources used to produce awareness, education, and identity, working to occlude brand equity. Finally, the brand and cause marketing re-stylize neocolonial and subaltern actors within the globalizing political- and viral-economy. This paper concludes with recommendations about transdisciplinary methodologies in “HIV work.” As well, based off the empirical analysis, the hyperreal-based idea of “semiopublics” is promoted as one way to provide traction for current social interventions with mainstream and marginalized publics.

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English as a Way of Creating Interactional and Social Meanings in a Finnish Web Discussion Forum.

Web discussion forums represent a form of digital discourse which provides means and space for interacting with people who share similar interests and views of the world. As web-based forums for the most part rely on written language, users need to develop innovative language practices in

order to emphasize their group's character as distinct from that of other groups interacting online. Similarly, norms for interaction are continually constructed and negotiated. Thus, aspects of online community emerge with which the forum users can choose to align themselves (Herring 2004: 356). In this paper, I focus on the ways in which members of one Finland-based online community draw on and use English alongside Finnish, the main language of their web discussion forum interaction. The community consists of young Finns who define themselves as Christians sharing an interest in extreme sports. The young are successful in creating a nexus between two seemingly distant cultural frameworks in their electronic space at www.godspeed.fi. Using the methods of computer-mediated discourse analysis (Herring 2004) and online ethnography (Androutsopoulos 2008), I will examine how the community members construct specific interactional online activities with the help of their bilingual language practices. Even though the messages posted to the forum are written mainly in Finnish, insertional English-language elements are used for expressing various meanings related to the interaction management in the forum. Additionally, English is drawn on when negotiating meanings related to the community members' social identities and lifestyles. I aim to present the variety of local appropriations of English which follow the norms and values of the community, be they connected to citing Bible verses or using the extreme sports jargon in an appropriate way. The localized uses of English are often adapted to Finnish orthography and morphology, serving first and foremost the interactional and affiliative purposes of the community.

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Metrosexuality in Advertisement's Pages in Thai Men Magazines.

It is undeniable that men's lifestyle magazines represent a visible manifestation of men's changing identity. In the UK, it is from 'new man' to 'new lad' and this becomes an interesting topic to the research area of gender and media discourse. For example, Benwell (2003:8) explores masculinity in men's lifestyle magazines and states that "Men's magazines may be conceived of as both 'cultural text' and 'cultural phenomenon' in other words, magazines produce representations of masculinity but are also a site within an around which meanings of masculinity circulate and are negotiated or contested." In Thai society a truly remarkable issue about men's changing new phenomena of masculinities has turned out to be 'metrosexual'. Chinwong (2003) studies the phenomena of masculinities in Thai society and has given a term 'pretty boy' to a specific group of males who can pay special attention to physical beautification and apply cosmetics for the purposes of skincare as well. Such a change has been partly affected by the influence of global discourse and Thai magazines which derived from western editions are one of the key tools. Unquestionably, the advertisement's pages in magazines are of crucial importance. They are not only the information regarding the products but also some certain kinds of ideologies that are conveyed to the readers. For this reason, I am interested in investigating some identities/ideologies about metrosexuality represented in the advertisement's pages in Thai men magazine as well as the linguistics devices and discursive strategies adopted in constructing identities/ideologies about metrosexuality in this type of media discourse. Three men's lifestyle magazines namely 'Arena', 'Esquire' (in Thai edition), and 'GM' will be collected as the research data. Two of them are western magazines which have Thai edition. While 'Arena' is British, 'Esquire' is American. 'GM' is a Thai-only men's lifestyle magazine. It is anticipated that the

findings of this study will demonstrate how advertising pages function in shaping the concept of mextrosexual in Thai society as well as the illustration of global flow of media discourse.

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***A Comparative Study of Finnish and UK English Pre-Teen Children's Text Message
Language and its Relationship with their Traditional Literacy Skills.***

In response to considerable negative media coverage of the language used in text messages (SMS) (for an analysis see Thurlow, 2006), we have been researching the impact of British children's use of text message abbreviations (textisms) on their traditional literacy skills. We have found robust positive links between textism use and literacy skills (Plester, Wood and Bell, 2008; Plester, Wood and Joshi, 2009). We will report our investigation of the same relationships with Finnish children, whose first language is structurally very different from English, e.g. has completely transparent phoneme-grapheme mapping, no redundancy in letters, with every letter carrying semantic content, and is an agglutinative language. The operating principles by which textisms are most frequently constructed in English may be very different from the principles invoked by Finnish young texters. To study the relationship between textisms employed and traditional literacy skills in Finnish, and to compare that relationship with that we have found in English, should give us an understanding of whether the positive impact we find is a function of affordances of the English language itself, or is a function of other factors such as increased exposure to text, increased phonological awareness, and increased enjoyment of written language, which may cross languages. We will report our findings that will:

Identify the style and register of written language used by a sample of Finnish 8-12 year olds in their spontaneous text messages.

Categorize abbreviations and other departures from conventional written Finnish as they appear in text messages contributed by the children.

Determine relationships between elements of text language use and a range of elements of traditionally identified literacy skills.

Compare both the taxonomy of textisms found, and associations with literacy skills, as shown by Finnish children and by UK English speaking children.

The present investigation will be completed by the end of the 2008-2009 school year, and we will report the initial analyses of data.

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Diary or Megaphone?: The Pragmatic Mode of Weblogs.

This paper proposes a model for a functional classification of weblogs based on the communicative goals that their users associate with them. I argue that survey data, ethnographic research and linguistic evidence suggests a basic two-way split between weblog entries written to

record experiences, for critical reflection and to release emotions (ego blogging) and those written to persuade, argue, discuss and comment on external events (topic blogging). I begin by describing the techno-situational factors that shape how blogs are written and how bloggers approach audience design in conjunction with their stylistic and topical choices. I then apply two basic principles from linguistic pragmatics, Grice's Cooperative Principle (Grice 1989) and Sperber and Wilson's Relevance Theory (Sperber & Wilson 1986) to two short examples in order to demonstrate how a blogger's conceptualized audience (CA), signaled by their linguistic choices, points to a blog entry's pragmatic mode.

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The Ideological Call Line and How to Answer It: Designing a New Direction for the Teaching of Methods in Expressive Culture

Taking into consideration the ongoing shift of emphasis that challenges classic approaches to ethnographic film and the authorial voices of anthropologists once thought to represent the "cultural real," this paper discusses the process undertaken to answer the call for a new focus by creating an expressive culture laboratory within which students of anthropology and other disciplines are trained in new approaches to ethnography through state-of-the-art technologies. The paper moves from the conceptualization of the laboratory to the grant-writing and grant-funding stages; it then addresses the actual enactment of the first courses in participant-observation fieldwork. Despite pitfalls and setbacks, the original goal and its ideological premises have been preserved, a factor which has resulted in considerable goal-achievement for the program.

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Discourse, Drama and Divisions of Labour: How to Write Dialogue for Television.

Stylisticians look to the sociolinguistics of talk (including the ethnography of communication, pragmatics, discourse analysis and conversation analysis) when they turn their attention to drama, rather than prose fiction or poetry (e.g. Herman 1995). Sometimes this includes drama created for television consumption (e.g., Short 1998). The people who write, perform and produce this kind of language (screenwriters, actors and directors) are obliged to do so rather self-consciously, owing to its particular social conditions of production, but they do not make use of a sociolinguistic repertoire in their behind-the-scenes discussions of dialogue. They have developed their own talk-about-talk. In this paper I will offer an overview of television screenwriters' metadiscourse, drawing attention to important similarities and differences with sociolinguistic frames of reference, and consider what the academic community has to learn from the practitioners in this area. The paper is based on textbooks, websites, online forums and blogs designed for novice and apprentice writers, along with participant observation in a UK TV writers' workshop in Autumn 2008, and writers' commentaries on particular productions including various 'extras' on television DVDs.

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Kurdish and New Media: Legitimizing and Maintaining a Minority Language Digitally.

Earlier accounts of the impact of satellite television and the Internet on language suggested that these technologies cultivated “English imperialism” in the expense of languages with much less presence in the new media. Minority languages were viewed even more disadvantaged. However, in recent years it has become apparent that linguistic minorities have gained increasing access to electronic media to the extent that these media are credited with legitimating and revitalizing their threatened languages (Cormack & Hourigan, 2007). One of the understudied minority languages is Kurdish spoken by the largest non-state people living in four nation-states and diasporic communities. Divided by several distinct dialects and alphabets, promoted to the official status in Iraq, banned in Turkey until 1992, and barely tolerated since the early 1900s in Iran and Syria, Kurdish now is the main language of a dozen satellite TV channels, thousands of websites, chat-rooms, weblogs and social networking sites. These new media provide rich contexts within which questions pertinent to minority language planning, linguistic rights, ideologies and attitudes to “language” and “dialect,” the connections, or their lack of, between language and identity, and finally language in the media can be examined.

This paper empirically examines these issues in the context of one Kurdish satellite television channel and various constituents of the Internet. In addition, it carries out a comparative analysis of the affordances and constraints of televisions and the Internet in relation to language use. The paper suggests that satellite technology and the Internet have provided new opportunities for the Kurds to assert the legitimacy of their language, contribute to its maintenance and development, and use it as effective means of communication and discursive constructions. At the same time, these media have created new challenges; whereas television seems to foster mutual intelligibility among different varieties of Kurdish internet constituents such as blogs tend to fragment Kurdish further along dialect and alphabet lines.

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Standard Language and Languages Standards: The Deregulation and Re-Regulation of Orthographic Choice.

In this paper I draw upon and extend the text-focussed work on SMS text messaging, and new language media in general, and its depiction of the semiotic resources used by young people in their orthographic choices for the marking of social affiliation and social difference (Thurlow, 2003, Androutsopoulos and Georgakopoulou, 2002) in conjunction with the sociocultural approach to orthography developed by Sebba and others (e.g. Sebba 2007). I follow the general direction of these arguments in the unpacking of the patterns found in a larger data-base sampled over eight years and with more elaborated focus on the heterogeneous variety of actual text and the complex and diverse reasons given for choices. Presenting an analysis of the orthographic

choices used in SMS text messages generated by samples of young UK adults in comparable sites in Bristol, London and Somerset, I show the centripetal, routinised patterns of 'new spelling' found in these vernacular semiotic resources across time and space, whilst pointing to patterns of centrifugal variation in users' own preferences, judgments, affiliations and rationales. As has been argued elsewhere (Georgakopoulou, 2006, Spilioti, 2006) the theoretical basis of much of the SMS literature to date has been limited by methods focussing on microlinguistic analysis of de-contextualised samples leading to the foregrounding of infrequent esoteric difference. This has been exaggerated by the focus on the evidence provided by early adopters of particular new media forms before they have sedimented and diffused (Herring 2008). In contrast to the homogenising construction in much of the media discourse about new media language (Thurlow, 2006), this paper bases its claims on the more longstanding duration of patterns observed in a language form since 2000 (Shortis, 2001, Shortis, 2008), links text features to biographical and ethnographic profiles, and argues for the concept of orthographic identity as a subset of literacy identity (Besnier, 1995, Street, 1995) and as a means of understanding the actual heterogeneity of young adults' texting language.

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Moving Beyond Comfort Zones: Time, Space and Proficiency in the Choice of Technologies for the Presentation of Expressive Culture.

Information professionals and teachers who serve students of language and culture must address both the hard and soft needs of users who are under no shortage of real world restraints. This paper explores issues having to do with resource selection and evaluation in a newly developed course in a new facility. The paper argues that care must be taken in addressing the wide range of technical proficiencies that exist among and between students and faculty, with a realization that classroom time is both finite and valuable. Further, the paper considers the fact that, when considering the adoption of any technology, familiarity with its use may help as well as hinder. Budgeting and institutional issues are carefully considered, and the heuristics for resource selection are examined from theory to practice in light of the development of an expressive culture laboratory

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Voicing 'Sexy Text': TV News Representations of the Detroit Text Messaging Scandal.

The print media have tended to represent computer-mediated communication, including text messaging, in a negative light and as a youth-based practice (cf. Thurlow 2003, 2006; Crystal 2008). Yet as CMC's use continues to expand, so does its media representation. This paper addresses the representation of text messaging as practiced *by adults*, through a case study of TV news coverage of text messages. In 2008, Detroit Mayor Kwame Kilpatrick resigned after thousands of text messages implicated him in a range of offenses, including an affair with his Chief of Staff. Messages sent by the Mayor and other city employees became the centerpiece of

local public and political discourse about the events, variously named "text-gate," "text messaging scandal," and "sexy text scandal." The scandal thus compelled local media to talk about particular adults' text messaging practices and to represent the language used therein. This case affords an exploration of how text messaging is represented in non-youth contexts, and moreover of how TV broadcasts use multiple modalities as representational resources when "translating" texts for a TV audience. The data comprise over 100 instances of text messages that are read aloud by TV news anchors in scandal coverage, from three Detroit stations. In analyzing how the fundamentally visual language of the text messages is represented through both visual and oral modalities, several representational variables at different levels of language and discourse structure will be discussed, including:

- 1) replication (the messages' reproduction on-screen and aloud);
- 2) intonation (the messages' intonational marking);
- 3) organization (the messages' sequential presentation);
- 4) framing (the messages' introductions).

Preliminary analysis shows that in general, the act of texting is represented as ordinarily conversational, involving rapid back-and-forth exchange between two participants. However, the language used within texting is represented through a "read speech" style, and broadcasters gloss stereotypical "CMC" lexical items (e.g., *lol*) into standard language or omit them altogether. Hence, while the broadcasters' presentation treats the fact of these messages' transmission through text as generally unremarkable, novel features or uses of the medium tend to be either metalinguistically highlighted or erased.

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Hybridity in Language Learning in the Realm of Voice-Based Chat Rooms.

Online context of learning language is accepted worldwide nowadays by using the internet as a medium of communication. CMC or Computer-Mediated Communication especially in the form of voice-based chat is one of interesting mediums that increases language learning appetite for those who want to learn not only the language but also the revolution of language change, language identities, language creativities, multifaceted language competences (i.e. grammatical competence, sociolinguistic competence, discourse competence, and strategic competence) and how to adapt themselves in this digital world efficiently. However, my interest focuses on data interaction in real life context, on the other hand, my data is out of the classroom context so as to gain real mundane interaction among people participating in voice-based chat rooms from around the world. In this paper, I will present all of these aspects of language by using conversation analytic approach (CA) to analyze this kind of talk-in-interaction in online voice-based chat rooms. The results will reveal some concepts of language learning outside the classroom context and also reconstruct some old beliefs about language learning such as the target of learning English language is learning how to be like native speakers (in terms of the accents or grammatical correctness), etc. Interestingly, from my corpus, the data shows that most of participants from online voice-based chat rooms are non-native speakers of English. Therefore, the characteristics of English learning and interactions among these non-native speakers of English will be also discussed in this paper such as how non-native speakers of English can maintain their understanding with other interlocutors in this type of medium and what are the main

communication strategies that they usually use in order to achieve successful communication in voice-based chat rooms.

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Approaching Ideological Formations of/about Japanese Cell Phone Novels: A Network Approach.

Shortly after major cell phone companies started internet connection service through commercial terminals, cell phone served as a major provider of fiction novels for Japanese youngsters. So far, the market has been expanding and spilled over into hard-copied novels, movies, and TV series markets. Positioning the text of and general movement regarding *Keitai Shousetsu* [mobile phone novels] as a typical manifestation of a unique form of ideologies in internet discourses, this paper aims to examine how these novels exert ideological controls in contemporary Japanese society. Firstly, with several examples of cell phone novels selected from top-seller lists, the paper explains what typical and popular cell phone novels are: characteristics of their targeted readers, their dominant styles and readability on their screens, topics and rhetorical tropes, popular scenes and events, the history of Japanese mobile phones and their internet accessibility, and its singular writer-reader relations. Secondly, alongside a reading of the novels' invocations of social theory, the paper claims traditional Marxist and Frankfurt social theories abandon the nature of multiple ideologies dominant in the society and exerted in the text. In order for terse and simple letters in these novels to be conceived as an embodiment of the intricate nature of these ideologies, the paper argues that Michel Foucault's social apparatus [*dispositif*] must be incorporated with Gilles Deleuze's theoretical framework of "control society," along with recent new media scholars' efforts to reframe their philosophical tenets. Lastly, broadening the scope of the object of criticism from the text of cell phone novels into the movement about novels, the paper finishes with addressing the possibility of network theory as a critical framework for discourse analysis. It suggests that Foucault-Deleuze line of thoughts offers good insights for the ontological inquiry of the structure (apparatus, society, or network) and ever-changing "context" on the internet and at the same time gives a good space for critiquing particular texts circulated and communicated in it.

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The Metalanguage of Video Games.

Video games are a global mass culture phenomenon, gaining popularity in the business and academic world, where Game Studies emerge as a recent interdisciplinary field. Global sales account for 50% of the total income of publishers - and therefore half video games available on the shelves are actually localised versions. So far, however, there has been little discussion on intercultural as well as purely linguistic aspects of video game texts. This presentation sets out to investigate semiotic and metalinguistic features inherent to video game textuality. If, on the one

hand, the finalised product is a "multimedia text" including such elements as video (cinematics), sound (sound effects, music, dialogues), interface (menu, game controls), graphics (artwork), gameplay and story (background narratives, character information); on the other hand, the verbal code is chiefly embedded within the programming code in the form of text strings. After considering the heterogeneity of entertainment software audiovisual channels, assets and genres, we will focus on the monodimensional linguistic features of video game scripts. Due to the interactive nature of this medium, and to IT features, the screenplays of video games emerge as a *sui generis* entity. The description of such textual features shows how technology changes our way to construe, process and translate digital texts, in which language becomes metalanguage. Finally, because translation takes place in a decontextualised environment, we will highlight how linguistic and intercultural transfer is consequently affected.

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Finding a Voice.

The *Voices* project was an initiative by BBC New Media designed to stimulate responses from the public about language. There were broadcasts by experts on national radio, interviews with, and comments from, individuals and groups on local radio, and a website with an interactive Language Lab section for the submission of posts and blogs, as well as of lexical items. The lexical component of the BBC *Voices* project, based on the data collected through this interactive website up to September 2007, will deliver initial evidence about contemporary relationships between language and community in the UK. The collected data have been ordered, and recorded in a database which will provide a basis for further investigations. Work has now moved to displaying the data so that the results of the data-gathering can be examined and evaluated. In order to create a collection of linguistic maps, the database has been linked to a Geographic Information Systems (GIS) program which can match each token to the co-ordinates from which it was submitted, and so plot the nationwide distribution of each lexical item, bringing the spatial dimension and other variables into focus (Daniel et al, 1996). Kretzschmar (1999: 274) writes that '[w]e need to consider where we stand with regard to three major points: 1) our theoretical stance; 2) our collection, encoding, and analysis of data; and 3) our presentation of our results.' A report on work still in progress, this paper will discuss the basic considerations inherent in our linguistic mapping, which are derived from just such a reasoned theoretical stance, will briefly mention how the data were collected, encoded and analysed, and will then present some of the findings to date. The result will be to chart the process by which mapped output from the BBC data begins to identify the trends and changes in language use in the UK at the beginning of the twenty-first century.

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Doing (Sub)Culture through Playing with Orthography: Gender and Language on Hebrew-Language Adolescent Blogs.

Girls are marginalized in subcultures and perceived as consumers rather than creators of culture and media (McRobbie & Garber, 1976). The new field of girls studies is a sub-genre of third-wave feminist scholarship grounded in cultural studies (Mazzarella & Pecora, 2007). Recent work in the field focuses on girls as active producers of culture, notably in new media forms such as personal home pages, blogs, and instant messaging (Bortree, 2005; Mazzarella, 2005; Stern, 2002, 2004; Kearney, 2006; Stern, 2007). These studies, however, ignore the role of language in new media culture production. Studies of adolescents' linguistic features in the new media are few and often relate to identity construction (Merchant, 2001; Huffaker & Calvert, 2005). The familiar example of English-language gendered subcultural play with language is *l33t*, the playful orthography of (male) hackers (Crystal, 2001; Sherblom-Woodward, 2002). Recent years have seen growing interest in multilingual communication online, with research focused mainly on functional adaptations to the constraints of ASCII environments in representing languages with different sounds and writing systems (Danet & Herring, 2007). Although some practices are merely playful, they have not been linked to gender differences or subcultural contexts. The question remains, how do girls employ the linguistic repertoire in doing multilingual online subcultures? This paper introduces ethnographic evidence of online play with Hebrew orthography as part of the blogging subculture of Israeli adolescent girls. The ethnography includes an analysis of the Hebrew-language blogs of 140 girls aged 11-16, conducted from 2004 to 2007. The analysis identified:

Two principals of developing playful orthography:

Replacing Hebrew print letters with ASCII characters graphically similar to Hebrew cursive letters.

Replacing Hebrew syllables with ASCII characters phonetically resembling the syllable.

Three practiced norms:

Functional – for speech-like emphasis

Performative – in titles and other artistic texts

Ornamental – replacing up to two random letters per word while maintaining aesthetic and communicative coherence.

The findings are interpreted in the context of gender and subculture. They are compared to previous research findings regarding the *l33t* hacker subculture. This study contributes to the understanding of the reciprocity between gender, language, new media, and subculture.

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Growing Pains: The Challenges and Rewards of Developing New Technologies in Tandem with New Ideologies of Expressive Culture.

The design of an interdisciplinary course in visual research methods presents many challenges en route to new opportunities. This paper explores the lessons learned after the first year of a course aimed at teaching expressive cultural research methods to undergraduates. Best practices

are examined in light of caveats such as the time-consuming nature of ethnographic research and multimedia production, the importance of teaching both theory and practice in depth, and the need to address ancillary but important issues like ethics and social responsibility. The paper explains how, within the changing landscapes of social media, intellectual property, and information literacy, students operationalize new ideological theories in praxis, and in the process learn how to study language and its relationship to culture and society to produce new ethnographies, documentaries, and other types of filmic, photographic, and cinematic products.

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New Media and Second Language Education: Giving Voice to Cultural Identity through Dialogic Power of Digital Stories.

This paper discusses how Bakhtin's notion of dialogism can be applied to digital stories, a new multimodal narrative genre that has emerged in the past fifteen years. Using such software as Final Cut Pro/Express, i-Movie, Windows Movie Maker, and Photo Story 3, the authors of digital stories combine verbal narration with visual images and musical background to create powerful two- to five-minute messages. Via multimodal means, the authors of digital stories work to establish a multidimensional dialogue with the audience as well as between the characters of their stories. The paper contends that the existence of dialogism in Bakhtinian understanding is a useful framework for conceptualizing how digital storytellers negotiate their cultural identities while also transmitting powerful messages in their short personal narratives that trigger emotions and the telling of personal stories on the part of their viewers. In this analysis, such concepts of Bakhtin's dialogism as utterance, voice, addressivity, ventriloquation, and polyglossia/heteroglossia are seen as central in the telling of digital stories and in their viewing. In particular, the paper emphasizes that dialogic nature of digital stories gives powerful multimodal voice to English as a Second Language (ESL) learners who produce them. To illustrate how such digital storytellers establish multimodal and multidimensional dialogues using multiple languages (social and national) and multimodal discourses (verbal, visual, and musical) in their digital stories, the analysis covers a corpus of twenty nine digital stories produced by twenty nine ESL learners from summer 2007 through fall 2008. As illustrated by the stories in this corpus, the presence of multiple voices and the multimodal nature of digital stories allow for ESL learners' powerful self-expression and dialogic negotiation of their cultural identities within 2-5 minutes of narration.

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Luxembourgish on Facebook: Language Ideologies and Writing Strategies.

Luxembourgish was rarely used as a written language until quite recently. Many people felt uneasy to write Luxembourgish as although Luxembourgish was introduced as a school subject in 1912, most people had not received any formal training in how to write Luxembourgish at school. To this day the education policy with regards to the teaching of Luxembourgish has not really

changed but with the development of the new media, the writing of Luxembourgish has “boomed”. Young and old have started to use Luxembourgish as a written language when emailing, texting or blogging. In this paper I would like to focus on the presence and use of Luxembourgish on the networking site *Facebook*. In February 2000 a search for “Lëtzebuerg” on *Facebook* resulted in 173 groups with a reference to the country or the language in their title. All of these groups are using Luxembourgish as the language of communication; group descriptions and discussions as well as posts by members are written in Luxembourgish. For the purpose of this paper, a corpus consisting of a selection of group pages referring to language use in Luxembourg or the use of Luxembourgish specifically will be studied. An analysis of the metalinguistic comments made by the group administrators and members will provide an insight into language ideologies of the administrators and members. A study of the Luxembourgish language used in the posts will reveal what writing strategies the writers are using: e.g. are they using the current and official orthography or are they employing their own writing strategies?

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The Global Path of Mediatized Style: California in Southern Africa.

Recent linguistic-anthropological theory focuses on functions of mass (print) media in the circulation of social meanings. Media links geotemporally distinct chronotopes--“semiotic representations of time and place peopled by certain social types” (Agha, 2007a:321, cf. Bakhtin, 1981). Such linkages constitute “speech chain networks” (Agha, 2007b:67), the paths along which messages are passed from one social actor to the next. This presentation expands this understanding to include the unique properties of electronic new media forms. The study considers the path of California youth-associated linguistic features originating in the 1989 film “Bill and Ted’s Excellent Adventure” to their deployment by two young black Africans spoofing Bill and Ted on the 2008 pan-African reality television and TV-on-the-web program “Big Brother Africa 3.” In each successive chronotope, essentialist ideologies transform and supplement these linguistic features. The original actors portraying Bill and Ted, two postadolescent white slackers turned musicians, use stylistic exaggeration to create the original characters, while Ricco (from Angola) and Munya (from Zimbabwe) use features from African American Vernacular English (AAVE) and “surfer” style to constitute a different sort of stylized performance (Coupland, 2007). For example, the men employ forms stereotypic of California youth--vowel fronting, rising final intonation, *totally*, *dude*, etc.--along with AAVE lexis with varying degrees of success due to the pair’s nonfluency in the styles. This African appropriation of mediatized American youth semiotics is sourced both from the explicitly prior chronotope—the film—and from other chronotopic mediatizations hidden from our view but inferable from Ricco and Munya’s performative supplements of AAVE and surferhood. In this way, the men agentively reconstitute differently-sourced semiotics into their own sense of “American surfer culture.” Crucially, this essentialist construct bears little relation to the original California youth style chronotope on which Bill and Ted were first based, yielding a global speech chain network of chronotopic contrasts enabled by mass mediation. Furthermore, the program’s publication on the web arcs the chain back home, giving fans and researchers alike access to a chronotopic rendering of the multidirectional effects of globalization.

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“Stuff White People Like”: Stance, Class, Race and Internet Commentary.

This paper explores the web (and now book) phenomenon *Stuff White People Like*, looking at how a particular kind of elite, educated class positionality is constructed through the metaphor of race. *Stuff White People Like* is a humorous blog where the author, Christian Lander (now joined by others) posts short articles about “the unique tastes of millions” following a conceit in which advice and information is given to a presumed nonwhite reader who wants or needs greater or more satisfactory contact with whites. Of particular interest is how this particular stance allows the author (and potentially, the reader) to simultaneously parody a privileged class habitus and participate in and benefit from it. In fact, we argue that reflexivity with respect to race and class privilege is one of the central forms of cultural capital (along with esthetics) that this site displays and offers to its readership. We also explore the significance of an authorial stance in which race and class are overtly conflated as a resource for a flexible or dual stance towards one’s own privilege. On the one hand, this conflation naturalizes class boundaries. On the other hand, the fact that it is embedded in a parodic discourse calls that naturalization into question. In this paper, we do two things: 1) examine the stances that are taken by the author and thus rhetorically attributed to the reader and 2) examine the stances towards those stances in reader online commentaries, as they respond to the articles and to other commentaries. With respect to #1, we examine the projected identities, stances and alignments/disalignments between author and readers that are presupposed by these texts. Secondly, we are interested in how the commentaries take up, challenge and potentially reframe the stance frames offered by the original posts. In this respect, the new (and original) medium foregrounds the interactional, co-constructed nature of stancetaking. The unified stance of the blogs/book and the fragmented and sometimes oppositional stances embedded in the blog comments also shows how genre, medium and authority are intimately related

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A Comparative Critical Discourse Analysis of Two Mainstream Newspaper Editorials: In-group and Out-group Representations.

This study seeks to explore and unravel the ideological similarities and differences inherent in the structure of editorials in (two) mainstream newspapers in Malaysia and Singapore, that is the *News Straits Times* (NST) and *Straits Times* (ST) respectively. This is carried out using an analytical framework adapted from Wodak’s Discourse-historical approach and Fairclough’s Critical Discourse Analysis (CDA) framework. A qualitative historical research design was employed in this study to corroborate the findings. The data was obtained from macro-structural and micro-linguistic analyses of selected editorials from both newspapers and intertextual and interdiscursive analysis of the historical events and bilateral issues involving both countries at

different time frames from 1965 to 2005. A purposive sampling of one hundred and twenty NST and ST editorials related to the bilateral relations between Malaysia and Singapore identified twenty nine NST and twenty five ST editorials written on the outstanding bilateral issues from 1973 to 2005. However, for this paper, only data from the end of the time frame of 1980 to 2003 and the beginning of the time frame of 2004-2008 will be discussed. The analyses showed that linguistic representations particularly in-group and out-group deictics were used implicitly and explicitly in the two mainstream newspaper editorials at different time frames to voice each newspaper institution's ideological stance. The findings showed that each institution's stance on the historical bilateral issues were representative of the voices of the dominant group or the government of each respective country.

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Googling for Revealing Covert Racist Discourse: The case of Mock Japanese Kamikaze.

The major aim of this paper is to point out the existence of 'Mock Japanese' in many varieties of English and argue that Mock Japanese constitutes the indexical reproduction of racism (cf. Hill 2008). By 'Mock Japanese', I refer to the linguistic appropriation or semiotic 'theft', of particular words from the Japanese language by monolingual English speakers. In so doing, they construct positive stances and identities as 'White' (or non-Japanese), while denigrating the donor language and its speakers, in jocular, pejorative or other ways. The specific type of lexical item that I investigate is *kamikaze*, while taking other Mock Japanese items such as *sayonara* and *honcho* into account. I focus on the meanings of *kamikaze* that derive from 'deliberate suicidal crashes into enemy targets' during World War II, which include a drink called *kamikaze* and the adjectival use to refer to an irrational person (e.g. *kamikaze* driver, skier, drinker, etc.). In terms of data collection, I demonstrate that the Google search engine is a useful tool for systematically finding token occurrences of Mock Japanese on a large scale (cf. Hill 2005), along with conventional methods for data collection such as research interviews, recording informal conversations, or collection of materials from mass media. In this exploratory case study, first I analyze token occurrences of *kamikaze* on the Internet, by using the Google search engine. Then I supplement my data with a recorded conversation in which my participants metalinguistically discuss the term *kamikaze* (Yamaguchi forthcoming). Based on detailed analyses of the data from multiple sources, I hypothesize that Mock Japanese *kamikaze* is a case of indexical (re)production of 'covert racist discourse' (Hill 2008) that is widely shared among American and international English speakers.

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GO GREEN!: An Exploration of the "Green" Techniques of Power.

On <www.green.org>, where the slogan is "Thy Yourself Green", users can stay up-to-date on environmental issues by reading "green news", learning about living a "green lifestyle" (in part by

buying advertised "green products"), or by socializing with others through a "green social network". The word "green" has a new set of new meanings. It has become a lifestyle, an identity and a process. It has also become a movement, a movement that urges one to live a certain way and adopt a certain code of ethics. The word "green" also refers to a form of what Norbert Elias would have termed a "civilizing process". As Elias argues, this process is fueled by the construction of standards of shame. Respectively, it is a process of making green subjects by techniques of power similar to those discussed by Michel Foucault in his *History of Sexuality* and by Pierre Bourdieu in his discussion of the creation of the *habitus*. "Green" is a goal, which has taken on terms beyond socio-economic, racial and educational status. Thus, by embracing the newly charged word "green" and by abiding by its rules, one also simultaneously becomes a "green" hero saving the planet. By making others aware of the word's new connotations, one also saves others from humiliation and self-destruction. The word "green" is a site where the worlds of linguistics, politics, media and history collide. This paper traces the on-going evolution of this word.

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Evaluating Claims of Cross-Modal Similarity: Nonstandard Orthography in Italian IRC and iTV SMS.

It has often been observed that text-based computer-mediated communication (CMC) exhibits non-standard orthographic features, which Crystal (1996, 2001) claims are a universal characteristic of "Netspeak". While Crystal's claim has been critiqued from a cross-linguistic perspective (e.g., Bieswanger, 2007), less attention has been paid to nonstandard orthography in different technological modes of CMC. An exception is Anis (2007), who reported observing similar abbreviations in chat and mobile phone short message service (SMS) in French, although he did not compare the two modes systematically. To explore this issue further, the present study compares internet relay chat (IRC) and SMS posted to interactive television (iTV) in Italian. IRC is a synchronous chat mode that emerged in the late 1980s and was popular not only in English-speaking countries but in other contexts, including in Italy, as recently as the early 2000s. iTV SMS is an asynchronous mode that has been growing in popularity in Italy since its introduction in 2004. Both modes are public, and especially when the language is held constant, one would expect to find great similarities in nonstandard orthography in the two, if Crystal's claim is correct. We also took user gender into consideration, since previous research found gender differences in iTV SMS writing practices (Herring & Zelenkauskaitė, 2009). A grounded theory approach was employed to allow the nonstandard orthography characteristics of each CMC mode to emerge from the data; categories were then coded and compared for a gender-balanced random sample from each mode. Preliminary results suggest that although abbreviations and insertions were used in both samples, their nature and frequency differed. The iTV SMS messages had a greater variety and density of both nonstandard orthography types, whereas the IRC favored typographic insertions such as ellipses, exclamation and question marks, and repeated letters. Females appear to use somewhat more nonstandard features in each mode. The results thus reveal some nonstandard writing practices that are shared across the two CMC modes. At the same time, mode-specific features exist; these are not accounted for by the claim that computer-mediated language is a homogeneous variety. As an alternative, we propose an explanation of the cross-

modal commonalities and differences in terms of the technological and situational variables that shape computer-mediated discourse (Herring, 2007).

SPECIAL PANELS

Picturing Linguistic Textualities: New Approaches to the Teaching of Methods in Expressive Culture

Saturday 5th September, Session 6, Strand C

This panel explores the development of new classroom pedagogies for the teaching of undergraduate anthropological research methods. The concept of the text has been recently recognized as not fixed but emergent, processual, negotiated and situational. This insight continues to inform new approaches to teaching in an increasingly digital world in which the constraints of older media are surrendering to the flexibility and interchangeability of the new. The provision of state of the art technologies like digital cameras and a variety of field-ready audio recording devices is enabling undergraduate learners to undertake participant observation fieldwork on topics like slam poetry, shag dancing and the rituals of religious language. In addition to learning how to interview, take notes, write questionnaires and produce visual representations of fieldwork, students acquire the ability to incorporate inter-textual concepts that lie at the interface of media tools like mind mapping, visualization software and social book-marking. They practice how to store and structure visual and material cultural objects digitally, a practice that increases the durability of informational and physical materials for future ethnographic use. Practice in the use of Open Source software programs enables them to collect, organize and visualize their data. The teaching of best practices skills confronts challenges having to do with ethnographic research, multimedia production and the responsibility to teach both theory and practice in depth. Ancillary but important issues like instruction in ethics in changing landscapes of intellectual property and information literacy are covered as students explore how social media and digital technology impact their culture(s) and subculture(s) locally, regionally and globally. The panel ends with a discussion of the fact that students' marketability in a difficult economy has been enhanced as a result of this course largely because it equips students with a lexicon that lies at the juncture of anthropology, cultural studies and computer-mediated communication.

Panelists: E. Moore Quinn, Jolanda-Pieta van Arnhem, Jerry Spiller (see abstracts above)

Stance and ideologies of language and person in new media genres

Saturday 5th September, Sessions 5 and 6, Strand A

Stancetaking has been defined as “a public act by a social actor, achieved dialogically through overt communicative means (language, gesture, and other symbolic forms), through which social actors simultaneously evaluate objects, position subjects (themselves and others), and align with other subjects, with respect to any salient

dimension of the sociocultural field” (Dubois 2007: 163). Contemporary sociolinguistic and anthropological studies of stancetaking emphasize this dialogic and interactive nature, showing how stances are built across turns at talk or writing, as well as how they are claimed, attributed/projected, co-constructed or contested. Additionally, these studies point to the ways in which stances are framed by, and play a constitutive role with respect to social and linguistic ideologies (see reference list). This panel brings together studies of stancetaking in new media contexts by scholars from a variety of disciplines. It focuses on: 1) how the unique interactive and multimodal features of synchronous and asynchronous forms of new media communication are exploited as resources for stancetaking; 2) How new media contexts create new frames for the production and interpretation of speaker/writer stance; 3) the social and sociolinguistic indexicalities of stancetaking in new media contexts (and thus, its ideological dimension); 4) the complexity of participation structures and footings in some new media communication and how this can be both a communicative resource for participants and a challenge for interpretation.

Panelists: Alexandra Jaffe, Shana Walton, Anthony Guneratne, Ilana Gershon, Elaine Chun and Keith Walters, Crispin Thurlow and Adam Jaworski (see abstracts above).