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**ABSTRACT OF THE DISSERTATION**

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**The effects of infocommunication technologies on language**

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# 1. TOPICS, AIMS, METHODS AND STRUCTURE OF THE DISSERTATION

## 1.1. The topic and aims of the dissertation

The dissertation analyses in what ways digital communication affects the language use of other media: spoken language, handwritten texts and printed text as distinct from their digital originals, and as for the latter, with a particular attention to the advertisements which rapidly respond to the aforementioned transitions. This work introduces a new linguistic term, *digilect*, then presents the characteristics of the linguistic idiom of digital communication. The dissertation additionally demonstrates how comprehension strategies – regarding the multimedia and hyperlinked texts which have replaced unimedia and linear versions – alter under the influence of ICT.

On the basis of the inquiry carried out with primary and secondary school students, I have presumed the appearance of the generation that is unable (or unwilling) to make a difference between the forms of the conceptual-oral but media-written language and the traditional' written language. The present linguistic modification primarily contrasts with previous processes in the speed and form of its dissemination. Furthermore, it may not only bring innovations in grammar, writing technique and orthography – in the long term, radical consequences in the spheres of culture and education are also to be expected.

Consequently, the aims of this dissertation are to document the continuous transitions in language; to present and portray this new linguistic idiom (with reference to written and spoken language, and visual culture studies); and to examine the effects of information and communications technologies on language.

## 1.2. The methodology of the dissertation

I use three different sorts of methods throughout the dissertation. Firstly, with the help of the relevant scientific literature published in Hungarian, German and English, I present the theoretical background of the topic, additionally I take the results of other empirical researches into consideration, and if necessary, present them. Secondly, I carry out corpus analysis. The corpus analysis includes the investigation of the texts of digital communication that I have collected (mainly chat, text message, blog, forum, and message board texts); the linguistic study of the handwritten notes and private correspondence of secondary and tertiary-level students featuring its comparison with chat texts, and the analysis of advertisements. And thirdly, as a complementary method, I carried out surveys conducted by questionnaire.

The integration of these three main methods serves to present the widest spectre possible of the linguistic characteristics of the forms of digital communication in the early 21<sup>st</sup> century.

### **1.3. The structure of the dissertation**

The macro-structure of the dissertation consists of six main parts.

The first, introductory chapter presents the relationship between information communication and digilect, and its forms of research. There are three summarising chapters on theory enclosed within the chapters on methodology (1.1. *Aims* 1.2 *Structure of the dissertation*, 1.6 *Research methods*, 1.7 *Corpus used in the analysis*). In the theoretical introduction, I present the most significant views in the field of digital communication, with a particular attention to the relationship between writing and reading comprehension, as well as social networks; finally, the popular dilemma emerging from digital communication, that is, the aspects of the dichotomy of oral and written communication.

The title of the second chapter is *Digilect as linguistic idiom*, in which I introduce a new linguistic term, the digilect. The system of lects (varieties of a language) serves as theoretical background. I make an attempt to define the linguistic status of the digilect. The final section of the second chapter deals with the review of the most important forms of texts connected to the digilect (e-mail, forum, blog and vlog, tweet, posted text and comment on message board, chat and IM texts, text and multi media messages).

In the third chapter, for the characterisation of the digilect, I take into consideration four approaches (pragmatic-textological, lexical, grammatical and formal approaches).

In the fourth chapter, I show the digilect and its effects in view of two surveys conducted by questionnaire. One of the (4.1.) was carried out among primary school students in 2008, including question concentrating on the alterations between computer typing and „traditional” handwriting. The second one, carried out in 2010, is a questionnaire involving a great number of informants (4.2.), focusing on the effects of digital text types on various written and spoken forms (examples of the keywords: Internet specific expressions, abbreviations, word forms, use of emoticons). The questionnaire served me with mostly qualitative data, on account of the open-ended questions, rather than quantitative ones.

Corpus analysis serves as working method in the fifth chapter. In this section, I present the impacts of the digilect on other types of texts (oral conversation, handwritten notes, school assessment tests and dialogue letters, advertisements).

The sixth chapter involves the summary, the conclusion and the further potentials for study. Finally, the dissertation contains the reference list, the indexes, and the vast appendices.

## 2. THEORETICAL BACKGROUND

Since the 1990s, the research on the language usage by new media forms has again brought up the question of linguistic varieties, and the difference between oral and written communication. We can distinguish four points of view with regard to the connection between written and spoken language, here they are as follows according to their summary by Edgar Onea Gáspár (2006: 1–7), with the names of most remarkable defenders of each thesis in brackets : 1. the written text is a sheer representation of the language (1. Aristotle, Plato, Bloomfield); 2. the written text serves as a model for the language (1. Leibniz); 3. oral language has a priority over written language (1. Ferdinand de Saussure, comp. Biber 1988: 6); 4. the concepts of spoken and written language differ entirely (1. Koch and Oesterreicher). After Koch and Oesterreicher (1985 and 1994), the sharp, dichotomic opposition can be refined by the category of conceptual and medial written and/or spoken language. The authors have stated that the terms “written” and “oral” have double or several meanings; they have thus differentiated the spoken and written language on the basis of conceptual and medial relation. The category based on the type of medium simply refers to the medium of realisation of the utterance, that is, whether the text is manifested in a phonic or graphic form (1994: 587). This distinction is dichotomic<sup>1</sup>. As opposed to this, the term “concept” refers to the “modality”, the form of expression of the utterance, and should be interpreted gradually, on a scale basis (1994: 587). The parametric features of the pole of the written language involve time-space distance, transparency, stranger-partner, lack of emotions, dependence of situation and action, little reference to the origo, little chance for co-operation as far as the recipient is concerned, character of a monologue, planning and scheduled topic (Koch and Oesterreicher 1994: 588, comp. Onea 2006: 5); the pole of the oral language is characterised by the counterpoint of the parameters listed above. We do not find a close correlation between the two types of written and oral language (Dürscheid 2006: 44), there are particular cases of crossing (media-written but conceptual-oral texts).

The electronic text can be regarded as **hybrid text** from various aspects (Beutner 2002: 105, Ferrara–Brunner–Whittemore 1991: 10, Frehner 2008: 26–7). What supports the definition of hybrid texts is the fact that the text produced in an electronic form is generally a multimedia text, that is, static and dynamic images, sounds can be integrated into the text (contrary to this, the traditional written text contains verbal and iconographic components).

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<sup>1</sup> The hypothesis ignores the case of the sign language that is neither oral, nor written. For further reading about further lacks, possible ambiguities and alterations emerging from the recent changes in the conditions of communication see: Dürscheid 2006: 50–3

The electronic text is frequently based on oral concepts, converges to the conceptual characteristics of the oral language, moreover, it can be considered the written mimesis of the conceptual oral language (Kilian 2001: 69), for the fact that interactivity is the particular feature of the electronic medium. This duality is represented in the term oraliteracy (Oraliteralität, Döring 1997: 290). Whereas it is the written communication in its tradition sense that creates the text, it thus presumes the dissociation of the text and the recipient, that is, their different location in space<sup>2</sup>, in electronic communication it is common to find synchronic forms<sup>3</sup> (temporal coincidence), or even – but no so often – spatial proximity<sup>4</sup>. In addition, Eckkramer and Eder (2000: 269, 272) consider the electronic text as hybrid text, as it is produced while different conventions are put, mixed together.

In the German scientific literature there is a relatively widespread thesis which states that the Internet communication has particular linguistic features that are independent from the genre (e.g. Androutsopoulos–Ziegler 2003: 252, Dürscheid 2005: 94). The above statement not only applies to the German language, but to the English language as well. One of the first monographer of Internet linguistics, David Crystal (2001) has used the term **netspeak** to refer to this idiom. Crystal enumerates other (English) terms, e.g. textese, slanguage, new hi-tech lingo, hybrid shorthand in his work in 2008 (Crystal 2008: 13). He went as far as to regard the speakers of this idiom as bilingual. On the contrary, Schlobinski (2000, op. cit.: Frehner 2008: 27) believes that the types of Internet texts are so heterogeneous since there are various sorts of texts integrated in them, that it is impossible to make generalisations similar to netspeak. In my opinion, this heterogeneity and the character of integrating various samples are the particularity of digital communication. Other scholars underline the heterogeneous character, too, which is reflected in the terms used: Ferrara, Brunner és Whittemore (1991) employ written interactive register, and consider the most important feature of this new register that the conversational constituents are reinforced in this idiom. According to Eckkramer and Eder (2000: 22, 266) media shift induces language change, which is accompanied by the appearance of a new, digital linguistic register (2000: 273), which they call virtual or digital textuality (virtuelle Textualität, digitale Textualität).

If we have a look at the Hungarian scientific literature, I have to mention the notion of secondary oral language published by Géza Balázs (2004, 2005a) (comp. Dittmann 2001:

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<sup>2</sup> E.g.: A European book written in the 16<sup>th</sup> century can be studied in the 21<sup>st</sup> century, in Asia.

<sup>3</sup> E.g.: chat.

<sup>4</sup> People in the same room might as well be having a chat conversation or sending text messages to each other – if there is not another way of communication.

10). This new linguistic form is referred to as symbolic written language (2005), or as new orality (2004a, b) by Zoltán Bódi, and as virtual written language (2003) by Nikoletta Érsök.

I prefer my own term, digilect, which stands for the form of language usage in computer-mediated communication (CMC). The digilect is a unique, new language variety, possessing features that are not particular to communication of any sort mediated by other types of media.

However, it has been for only ten-fifteen years that we can talk about the existence of a digital idiom. For it is determined technically, it continually goes hand in hand with the latest innovations in Information Technology, being thus in a constant progress and change as well. On the basis of the considerations that I have presented in detail in the dissertation, I propose three ways of solution to determine the linguistic status of the digilect: we consider it a new register; we create a temporary category between the sociolect and the mediolect, which is the sociomediolect; or – and in the present conditions this may seem to be most probable – for the moment, we do not place it in the system due to its character of being recent, and the fact that it is in constant change, it is thus undetermined, but we accept its appearance, and document its impacts.

Before regrouping the characteristics of the digilect, I have to state that, like the language in general, this particular idiom, the digilect is a non-homogenous notion, it is characterised by variations and varieties.

### **3. RESEARCH RESULTS**

#### **3.1. Characteristics of the digilect**

I describe the digilect distinguishing pragmatic-textological, lexical, grammatical and formal approaches, and present the characteristics of each aspect, taking into consideration the following principle: “Drawing a demarcation line between the linguistic components can serve the purpose of empirical scientific purposes only, as the aim of the analysis always determines the boundaries of the research” (Bańcerowski 2008: 77).

I have defined as the most essential pragmatic features of the digilect the speakers’ constellations, the point of view, thematic progression, the fundamental role of the phatic function, the formal and informal ways of speech, as well as meta-texts.

The vocabulary characteristic to digital communication is affected by the influence of foreign languages, new words and collocations, the vocabulary of Information Technology, the use of expletives, and the (written) appearance of slang and tabulator-breaking elements.

I have paid a special attention to the grammatical characteristics of the digital idiom. I have included here the methods for decreasing the number of characters, in other words, or traditional terms, the abbreviations (its basic types: acronyms, Arabic writing, letter replacement with number, new letter, or symbol). I have thoroughly examined the neologisms of the digilect on the basis of the ways of coinage (word formation, composition, abstraction, mutilation, contraction and other methods). The chapter that deals with word formation contains a case study as well: I have investigated the verb-creating productivity of  $-(V)z$  and  $-(V)l$  amongst the new verbs of the digilect. One of the particularities of the digilect is the grammatical structure that is becoming impersonalised. In the relevant literature, in most cases we find the effects of the oral language as the most important one among the syntactical features of the digital communication; at the beginning of the subchapter, I make a summary of the different grammatical approaches of the oral language, supporting the topic-relevant statements with examples. There are two case studies included, in connection with the syntactical characteristics: one of them is the appearance of the theme-recurring structure as marker of the oral language, the other one is the discourse-marking grammaticalisation of *asszem*.

Among the formal characteristics of the digilect, I examine the (pseudo)phonetic writing, the use of capital and minuscule letters, as well as the particularities of punctuation in the digilect in detail. Furthermore, I deal with the relationship between the digilect and visuality (, I thus present the emoticons, which are regarded as the primary feature of the digilect, and the image-text relations). The digilect, on a meta-level, is characterised by the notion of electronic folklore.

### **3.2. Two studies conducted by questionnaire**

The results of the two studies conducted by questionnaire can be summarised as follows: The study carried out at the end of 2008 wanted to assess the language usage of the students in the senior section at primary school those of the seventh and eighth years in a six-year programme at secondary grammar school. Contrary to the hypotheses, what has provided me with new pieces of information was not the variety of answers given to the questions but the textual completion of the open-ended questions (however, the answers did verify my hypotheses as well, that is, the digital communication influences the language usage preferred by students). The characteristics of the digilect presented previously are mainly represented in the handwritten texts produced by students aged 10-14.

When analysing the online questionnaire carried out in 2010, throughout which the answers of 647 informants were processed, I concentrated primarily on the answers in forms of text



and not on the figures. I underline the example of the fact that more than two-thirds of the informants write e-mails on a daily basis, nearly a half of them send text messages or use a chat program every day; more than 10% of the informants produce handwritten texts less often than a week; more interestingly, 5% of them answered that they never produce any handwritten texts. I asked them whether they write down the abbreviations associated with the chat and text message communication when they write a text with their hands (*Illustration No.1*). In total 35% of the informants use them in the handwritten texts, 65% of them don't (or are not aware of it).

**Illustration No.1: Methods for decreasing the number of characters used in handwriting and taken presumably from digilects (extracted table)**

Usage	Type of abbreviation	Given examples	Reference
No	–	–	331
Yes	–	[with no example]	72
	abbreviation with the initial letter	<b>h</b> (hogy)	111
		<b>m</b> (mert)	5
		<b>n</b> (nagyon)	1
		<b>úh., uh</b> (úgyhogy)	3
		<b>v</b> (vagy)	10
	Internet specific acronym	asap <sup>5</sup>	9
		<b>lmao</b>	1
		<b>lol</b>	9
		<b>omg</b>	4
		<b>szvsz</b>	2
		<b>wtf</b>	3
	vowel omitting, marked by capital letter	<b>Lment</b>	1
	letter replacement with number	<b>1általán</b> , 4 szólamú, <b>mind2</b> , <b>j7en</b> , <b>+6ározó</b> , <b>4zet</b> , <b>mind1</b> , 1x, <b>1ház</b> , 2esben, 4szemközt, <b>7főn</b> , <b>7vége</b>	30
	letter replacement with symbol	<b>+csináltam</b> , <b>+halt</b> , <b>+6ározó</b>	5
		ø (no/not)	1
		1x	2
	contraction	asszem, axem, aszem <sup>6</sup>	21
		<b>hnap</b>	3
		<b>mek</b>	12
		<b>mképp</b>	1
		<b>nan</b>	1
		<b>naon</b>	1
		<b>szal</b>	4
		<b>sztem</b>	14
		tkp	1
		<b>tod</b> , <b>tom</b> , <b>nemtom</b>	14
		tul.képp	1
		uannyi (ugyanannyi)	1
		<b>valszeg</b>	4
		<b>vok</b>	6
	mutilation	<b>akk</b>	1
		<b>akko</b>	1
<b>am</b>		3	
<b>csina</b>		1	
lécci <sup>7</sup>		1	
<b>pill</b>		2	
szomb		1	
tört (történet)	1		
other	<b>emoticons:</b> :) :( :O :D :-> <3m	39	
	<b>XD</b> , <b>ikszdÉ</b>	2	
	<b>télleg</b>	2	

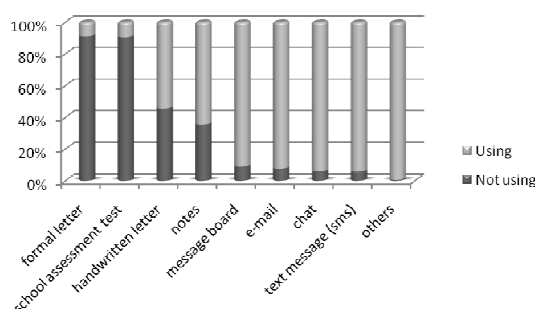
<sup>5</sup> General abbreviation in the written English language.

<sup>6</sup> Deriving from oral language, but it occurred in written form in a great number in digital communication. Comp. lécci, szal, nemtom, tom, télleg.

<sup>7</sup> Form probably deriving from oral language.

This work does not allow me to present all the results of the research, therefore, apart from the methods for decreasing the number of characters, I present only one aspect: The informants associate the emoticons to informal situations, in formal ones (in formal letters and school assessment tests) 90% of them beware of using smileys. Half of the informants use emoticons in handwritten letters, and two-thirds use them in notes and drafts. In digital forms of texts (message board, e-mail, chat, text message), not surprisingly, less than 10% beware of using emoticons (Illustration No.2).

**Illustration No2: In what types of texts would you NEVER use emoticons?**



In the following parts of the dissertation I have examined what the informants believe about the change of the written language and the oral conversation under the influence of the Internet and mobile phones (I put the questions deliberately in a way that they could be conceived easily but interpreted differently). As far as writing is concerned, most informants underlined the modification of the spelling and orthography, the (future) spread and general usage of emoticons in traditional, handwritten texts, as well as the shortening and simplification as characteristic trends. Many associate the change with age groups. Apart from these, they mentioned the decreasing importance and changing roles of handwriting compared to computer typing. They found the changes in the conversational language less remarkable, but the interference between the digilect and the oral conversation seems obvious in the case of the phonic varieties of Internet specific acronyms and emoticons, when they are vocalised letter by letter or character by character (e.g. *lol*, *vétééf*, *óemgé*, *ikszdé*, *kettőspontdé*).

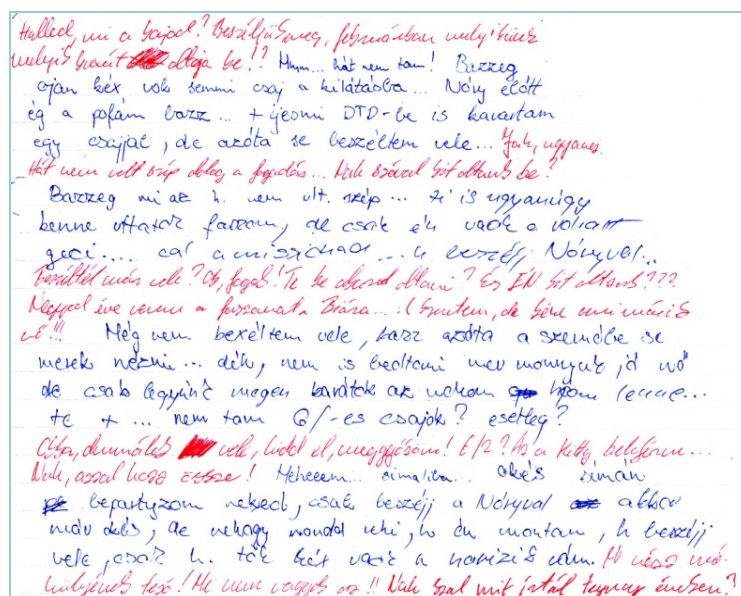
### 3.3. Text analysis

The studies conducted by questionnaire are followed by text analyses, which cover spontaneous oral observations, school notes, tests, the so-called dialogue letter (that is, students' private correspondence), and advertisements. Here I would like to present one typical example from the collection of the spontaneous oral observations: A typical introductory form

between strangers in chat conversation is the acronym of *ASL*, that is, „age sex location”. An adolescent boy from secondary grammar school had used this form of introduction in person, too (he remarked that “*the S was obvious, I said it for fun*”).

The handwritten private correspondence produced during classes show more resemblance to the features of the chat language than to those of traditional letters (*Illustration No.3*). I verify this hypothesis by the thorough presentation of the four approaches previously mentioned (pragmatic-textological, lexical, grammatical and formal approaches). In the notes character-saving methods borrowed from the digilect and emoticons can be observed. To be able to conceive certain advertisements it is also necessary to possess the knowledge of the conventions of digital communication (e. g. *Fanta. LOL*).

**Illustration No.3: Extract of a dialogue letter**



To sum up, I conclude that the Internet literacy (digital literacy) has a group cohesive function, while, at the same time, it excludes others from the group. Digital gap can not only refer to the fact that somebody cannot use the computer, but also that somebody does not know the symbolism used in digital communication or does not understand its specialised language. The common, shared background knowledge has an emphasized role in all forms of communication. To be able to take part entirely in the Internet communication it is indispensable to know, among others, the emoticons, the specialised abbreviations, and the vocabulary. The results of the text analysis and questionnaires show that the texts of the digilect (sociolect, mediolect, or register) are in constant interaction with other text types, while influencing them concerning vocabulary, pragmatic relations, formal features (and, presumably, grammar in the long term).

#### 4. FURTHER POTENTIALS

The analysis of the neologisms of digital communication (the so-called netologisms) may be utilised throughout the grammatical research on word formation and by lexicography. This work contributes to the study of the oral language, furthermore, the research into discourse-markers and grammaticalisation. It would be advisable to add the texts of the digilect to the theoretical and practical investigation in discourse analysis. This dissertation could serve as the basis of researches into spelling and orthography. The propositions mentioned but not explicated in the dissertations due to the frames defined by the topic should be discussed from a semiotic perspective. The integration of visuality, visual communication, visual learning and linguistics may bring new results into light. The interpretation of advertisements and commercials with the help of methods borrowed from linguistics may as well lay the foundation for a new discipline, marketolinguistics.

The result of the dissertation may be utilised in education and the methodology of education: the presentation of the current impacts on the language may serve as material to study, or helping tool in teacher-student communication (comp. digital natives and outcasts or as called as immigrants). The analysis of new text types, the investigation, separation, and comparison of different registers could be an integral part of teaching language (and communication) at school. The hyperlinked texts change our reading strategies, for further investigation of the topic the dissertation may provide an option.

From a linguistic anthropological and semiotic perspective, the further research on the linguistic strategies of audiovisual information-transmitting devices (Skype, webcam), and their long-term impact on the language might be a future field of interest. Among my intentions, I would underline a future research on the interferences of the digilect and literary texts.

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## 6. PUBLICATIONS WITH REFERENCE TO THE TOPIC OF THE DISSERTATION

### 6.1. Books published on the topic

- 2006 Bódi Zoltán – Veszelszki Ágnes: Emotikonok. Érzelemkifejezés az internetes kommunikációban. Magyar Szemiotikai Társaság, Budapest.

### 6.2. Studies published (in essays and journals) on the topic

- 2011 Image and self-representation. 1. Nemzetközi VLL Konferencia, 2010. december 1. (peer-reviewed online publication)
- 2011 Digitális kommunikáció és nyelvtudomány. In: Balázs Géza (szerk.): Nyelvészetről mindenkinek. 77 nyelvészeti összefoglaló. Budapest: Inter. 56–60.
- 2011 Szóbeliség és írásbeliség. In: Balázs Géza (szerk.): Nyelvészetről mindenkinek. 77 nyelvészeti összefoglaló. Budapest: Inter. 327–330.
- 2011 Verbális agresszió az sms-ekben. In: Balázs Géza: Sms-nyelv és -folklor. Budapest: Magyar Szemiotikai Társaság, Inter Kft., Prae.hu. 98–106.
- 2010 Digilektus a lektusok rendszerében. In: Félúton 5. Az ELTE BTK Nyelvtudományi Doktori Iskolájának konferenciája. Szerk.: Illés-Molnár Márta, Kaló Zsuzsa, Klein Laura, Parapatics Andrea. Budapest: ELTE BTK Nyelvtudományi Doktori Iskola. 199–215.
- 2010 Úton – a digilektus és a dialóguslevelek. In: Az utazás szemiotikája. Szerk.: Balázs Géza, H. Varga Gyula. Budapest: Magyar Szemiotikai Társaság; Eger: Líceum Kiadó. 286–98.
- 2010 Grammatikalizáció, különös tekintettel az *asszemre*. In: Világkép a nyelvben és a nyelvhasználatban. Szerk.: Bárdosi Vilmos. Budapest: Tinta Könyvkiadó. 249–65.
- 2009 Képirás vagy képes írás? Az infokommunikációs technológia hatása a felső tagozatosok írására. In: Ikonikus fordulat a kultúrában. Szerk.: Balázs Géza, H. Varga Gyula. Budapest: Magyar Szemiotikai Társaság; Eger: Líceum Kiadó. 309–333.
- 2005 Az SMS köszönőformulái. In: Az internetkorszak kommunikációja. Tanulmányok. Szerk.: Balázs Géza és Bódi Zoltán, Budapest: Gondolat/Infonia, 284–295.
- 2005 Dinamikus emotikonok. In: A magyar szemiotika negyedfél évtized után. Szerk.: Balázs Géza, H. Varga Gyula, Veszelszki Ágnes, Budapest–Eger, Líceum Kiadó, 273–286.
- 2002 Űzi a mobon? Az SMS nyelvhasználata. In: Informatikai technológia és nyelvhasználat. Szerk.: Balázs Géza, Budapest: Trezor Kiadó, 239–247.
- 2008 Egy beszélt nyelvi jellemző, a témaiméltó névmás csevegésszövegekben. In: Magyar Nyelvőr, 2008. április–június, 132: 235–244.
- 2007 Formen computergestützten Fremdsprachenunterrichts und -lernens – auf Grund von Umfragen unter Studenten. In: DUfU, 22. évf. 2007/1–2., 109–125.
- 2007 Asszem, nemtom, h +fejt7őek-e nkd az sms-röv. – avagy az sms-beli rövidítésekről. In: Kommunikáció, Média, Gazdaság, 2007/1., 29–51.
- 2006 Hány ismerősöd van? (Az iwiw internetes portálról). In: Édes Anyanyelvünk, XXVIII. évfolyam 5. szám, 2006. december, 10.
- 2005 Írásjelek és szimbólumok az SMS-ekben. In: Magyar Nyelvőr, 2005. január–március, 129: 111–116.
- b. p. A digilektus kulturális jellemzői
- b. p. A digilektus hatása a dialóguslevelekre
- b. p. Neologizmusok a digilektusban, különös tekintettel a szóképzésekre
- b. p. Lájkolom! A Facebook-folklorról
- b. p. Internetes szakácskönyvek: a receptblogok
- b. p. Benyomáskeltés és én-reprezentáció. A Facebook profilképei

### 6.3. Lectures held on the topic

- 2010 Image and self-representation. A Facebook analysis. Visual Learning Lab, International Conference, Budapest
- 2007 Die dynamischen Emoticons. 9th IASS-AIS World Congress of Semiotics, Helsinki–Imatra, Finnország
- 2011 Séreld és lájkold a fészen! A digitális kommunikációról. MCC KP- és Juniortábor, Eger
- 2011 Az internet nyelvészete. A digilektus. A Gutenberg-galaxistól a Google-galaxisig, ELTE, Budapest
- 2010 A digilektus kulturális jellemzői. Nyelv és kultúra, kulturális nyelvészet konferencia, Budapest
- 2010 A digilektus hatásai: Neologizmusok a digilektusban. Az MTA Modern Filológiai Társaság éves konferenciája, Budapest
- 2010 A digitális nyelvváltozat, a digilektus és hatásai. Magyar Nyelvtudományi Társaság, Budapest
- 2009 A digitális tartalmak tanítása. Innovatív tanárok fóruma, Eger (poszterelőadás)
- 2009 Úton a digilektustól a levelekig. 7. Semiotica Agriensis: egrí szemiotikai konferencia, Eger

- 2009 Grammatikalizáció, különös tekintettel az *asszem*-re. A Modern Filológiai Társaság éves konferenciája, Budapest
- 2009 Digilektus a lektusok rendszerében. V. Félúton konferencia, ELTE, Budapest
- 2009 Új nyelvhasználati mód: a digilektus. Újpesti Két Tanítási Nyelvű Műszaki Szakközépiskola és Gimnázium
- 2008 Képirás vagy képes írás? Az infokommunikációs technológia hatása az általános iskolások írására. 6. Semiotica Agriensis: Ikonikus fordulat a kultúrában és a társadalomban, Eger
- 2008 Egy beszélt nyelvi jellemző, a témaismétlő névmás csevegésszövegekben. IV. Félúton konferencia, ELTE, Budapest
- 2008 Hat lépés távolság. Kommunikáció az iwiw-üzenőfalán. Tudományos Diákköri Konferencia, Budapesti Kommunikációs és Üzleti Főiskola
- 2008 Nyelvi jelenségek az interneten és a mobilon. Felsővárosi Általános Iskola, Kiskunhalas
- 2007 Hat lépés távolság, avagy a férfi és női beszéd az iwiw üzenőfalán. Doktorandusz előadássorozat, ELTE, Budapest
- 2004 Dinamikus emotikonok. Ifjú szemiotikusok 2. konferenciája, Eger
- 2002 Űzi a mobon? Az SMS nyelvhasználat. Az internetkorszak kommunikációja, a Magyar Tudományos Akadémia és az ELTE közös előadássorozata

## 7. FURTHER PUBLICATIONS

### 7.1. Books published

- 1999 A nyelvi humor szerepe a publicisztikában és a társalgásban. FEJ-JEL sorozat 3. kötet, Kiskunhalas.
- 1998 Tájékoztató és tájfestészet. FEJ-JEL sorozat 1. kötet, Kiskunhalas.

### 7.2. Studies published

- 2010 A reklámok sajátos meggyőzési stratégiája: neologizmusok és hapax legomenonok. In: MOK 2010. Új marketing világrend. Tanulmányok. Szerk.: Csépe Andrea. Budapest: Budapesti Kommunikációs és Üzleti Főiskola Marketing Intézete. 649–59.
- 2010 Neologizmusok és hapax legomenonok a reklámokban. In: Jelentés a magyar nyelvről 2006–2010. Szerk.: Balázs Géza. Budapest: Inter – Magyar Szemiotikai Társaság. 163–196.
- 2010 Szalai Zoltán – Veszelszki Ágnes: Budapesti egyetemek nemzetközi kapcsolatai hallgatói szemmel. In: Verseny az innovációban – innováció a felsőoktatásban. Szerk.: Csuka Gyöngyi, Kovács Bernadett, Szívós Mihály. Veszprém: Pannon Egyetem. 97–116.
- 2009 A nyelvújítás egyik szóalkotási módja, a szóelvonás. In: A nyelvújítás jelvilága. Tanulmányok Kazinczy és a nyelvújítás máig tartó hatásairól. Szerk.: Balázs Géza. Budapest: Magyar Szemiotikai Társaság. 73–96.
- 2009 Szalai Zoltán – Veszelszki Ágnes: Írj, ahogy beszélsz – beszélj, ahogy írsz. A német helyesírásról. In: Európai helyesírások. Az európai helyesírások múltja, jelene, jövője. Szerk.: Balázs Géza, Dede Éva. Budapest: Inter Kht. – PRAE.HU, 153–167.
- 2008 Térkonstrukciók. Földrajzi nevek parafrázisai kognitív keretben. In: Névtani Értesítő 30. Szerk.: Farkas Tamás, Slíz Mariann. 55–65.
- 2008 20. század eleji ‘marketing’, avagy meggyőzési stratégiák a Nyugat hirdetésszövegeiben. In: Az abdukció. A jelentéstulajdonításról. Szerk.: Balázs Géza – H. Varga Gyula – Voigt Vilmos. Magyar Szemiotikai Tanulmányok, 16–17. Líceum Kiadó, Budapest–Eger, 271–293.
- 2008 Vizualis megoldások a kreatív szövegalkotási gyakorlatokban. In: Anyanyelv-pedagógia, 2008/1.
- 2008 A Nyugat hirdetésszövegei 1908 és 1911 között. In: Az ELTE BTK Irodalomtudományi Doktori Iskola hallgatóinak publikációs fóruma.
- 2006 A szövegszerkesztő program alkalmazása magyar nyelvi órán. In: Módszerver. Magyar nyelv és kommunikáció. Módszertani folyóirat, 2006/2., 6–15.
- b. p. Új tulajdonnévi csoportok? A helyesírási szabályzat tervezett változásairól (2009)

### 7.3. Reviews

- 2010 Jörg Meibauer: Pragmatik. Eine Einführung. Recenzió. In: Filológia.hu, 2010/4. 255–8.
- 2010 Bańcerowski Janusz: A világ nyelvi képe. Recenzió. In: Magyar Nyelvőr, 2010/3. 373–6.

- 2010 Magyarul a gazdasági újságírásról. [Recenzió. Thompson, Terri – Lampert Gábor (szerk.): *Gazdaság. Hogyan olvassuk? Hogyan írunk róla? Hogyan értsük meg?* Budapest: Akadémiai Kiadó, 2009.] In: *Köz-Gazdaság* 2010/1. 199–201.
- 2009 Andrea Brendler – Silvio Brendler (Hrsg.): *Namenarten und ihre Erforschung. Ein Lehrbuch für das Studium der Onomastik.* In: *Magyar Nyelv*, 2009/4. 479–84.

#### 7.4. Book and journal editing

- 2011 Balázs Géza: *Sms-nyelv és -folklor.* Magyar Szemiotikai Társaság, Inter Kft., Prae.hu, Budapest.
- 2010 *A Nyelv és kultúra, kulturális nyelvészet konferencia absztraktfüzete.* ELTE, Budapest, 2010.
- 2010–2009 *Filológia.hu, a Magyar Tudományos Akadémia Modern Filológiai Társaságának online folyóirata*
- 2009 *A III. Félúton konferencia tanulmányai.* Szerk.: Kuna Ágnes – Veszelszki Ágnes. 2007
- 2009 Balázs Géza: *Szövegantropológia. Szövegek többirányú megközelítése.* Berzsenyi Dániel Főiskola, Szombathely; Inter Kultúra-, Nyelv- és Médiakutató Központ, Budapest
- 2007 *A III. Félúton konferencia absztraktfüzete. III. Félúton konferencia,* ELTE, Budapest, 2007.
- 2005 *A magyar szemiotika negyedfél évtized után.* Szerk.: Balázs Géza, H. Varga Gyula, Veszelszki Ágnes, Budapest–Eger, Líceum Kiadó.

#### 7.5. Compilation of indexes

- 2007 *Magyar nyelvhasználati szótár [Hogyan mondjuk? Hogyan írjuk?]* Szerk. Balázs Géza és Zimányi Árpád, mutató: Veszelszki Ágnes. *Celldömölk: Pauz-Westermann.*

#### 7.6. Lectures

- 2006 *Das semantische Feld des Begriffes ‚Holocaust‘. Der Holocaust in der (deutschsprachigen) Literatur Südosteuropas; Rimetea (Románia)*
- 2011 *Kommunikáció és metakommunikáció a civil kapcsolatokban.* DUE Civil Kommunikációs Akadémia, Budapest (meghívásos előadás)
- 2010 *Hapax legomenonok és neologizmusok a reklámokban.* Marketing Oktatók Klubja konferenciája, BKF, Budapest
- 2010 *Pizzánói vakaróni. Egyetemi anyanyelvi napok,* ELTE, Budapest
- 2009 *A politikai korrektségről.* Pilis Város Önkormányzata (meghívásos előadás)
- 2009 *Gerillamarketing.* Pilis Város Önkormányzata (meghívásos előadás)
- 2008 *A Nyugat hirdetésszövegei 1908–1911 között. Százéves a Nyugat,* ELTE, Petőfi Irodalmi Múzeum, Budapest
- 2008 *Könnyedén a nyelvhelyességről. Három német nyelveművelő kiadvány. Magyar nyelvstratégiai kutatócsoport,* Budapest (meghívásos előadás)
- 2008 *Százéves a Nyugat.* Soltvadkert (meghívásos előadás)
- 2008 *Új tulajdonnévi csoportok? A helyesírási szabályzat készül, 12. kiadása alapján.* Eszterházy Károly Főiskola, Eger (meghívásos előadás)
- 2007 *20. század eleji „marketing”, avagy meggyőzési stratégiák hirdetésszövegekben.* Ifjú szemiotikusok 5. konferenciája, Eger
- 2007 *„Inglis leszösz”. A makaróninyelv a humor szolgálatában.* 3. Nyelv-kultúra fórum, ELTE, Budapest
- 2007 *Nyelvhelyesség a feliratoknál. Humán Erőforrás Alapítvány, Call Center Club,* Budapest (meghívásos előadás)
- 2006 *„Már az interneten is” (sic!). Feliratok a bevásárlóközpontokban.* Ifjú szemiotikusok 4. konferenciája, Eger
- 2005 *A HVG címadása – különös tekintettel az írásjelhasználatra.* Országos Tudományos Diákköri Konferencia, Budapest, II. hely
- 2003 *A szóelvonás.* Országos Tudományos Diákköri Konferencia, Veszprém; különdíj