

UDC 378.4:004.771

DOI <https://doi.org/10.24919/2308-4863/73-3-33>

Olga SOKYRSKA,

orcid.org/0000-0001-8100-9709

Candidate of Philological Sciences,

Senior Lecturer at the The Department of Theory, Practice and Translation of English

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"

(Kyiv, Ukraine) olgasokyrska@gmail.com

Maryna KOLISNYK,

orcid.org/0000-0002-6697-5850

Candidate of Philological Sciences,

Associate Professor at the The Department of Theory, Practice and Translation of English

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"

(Kyiv, Ukraine) m.p.ruda@gmail.com

Svitlana BUHA,

orcid.org/0000-0001-9609-2867

Lecturer at the Department of Technical English № 2

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"

(Kyiv, Ukraine) jabubi21@gmail.com

A LINGUISTIC ANALYSIS OF ELECTRONIC DISCOURSE AND DIGITAL MEDIATED COMMUNICATION IN LANGUAGE LEARNING

This article focuses on the field of Internet linguistics, addressing the challenges posed by the rapid increase in informational content across all spheres of life transitioning online. The dynamic nature of new technologies further complicates the study of electronic discourse, creating a landscape that is both broad and elusive. This article examines the difficulties associated with generalizing linguistic styles in elusive communication forms like emails, private chats, forums, webinars and text messages, which have predominantly been studied theoretically. Key factors such as age, gender, sociocultural level, and ethnicity play a crucial role in understanding linguistic patterns, yet the concealment of user identity poses a significant challenge. The work also examines the role of context in shaping the interpretation of online discourse, considering factors such as audience, medium, and purpose. The article aims to explore the intricacies of speech and writing in computer-mediated communication. The study highlights the dynamic nature of linguistic norms in online environments, as linguistic innovations rapidly propagate and evolve within digital communities. Despite the diversity of linguistic practices observed across different online platforms, the analysis identifies certain overarching trends, such as the compression of language and the proliferation of informal registers.

This work contributes to our understanding of Internet linguistics by providing valuable insights into the complex interplay between language, technology, and culture in the digital age. By elucidating the distinctive features and patterns of electronic discourse, this study offers a foundation for future research in the field of online communication and linguistic analysis.

Key words: *language learning, computer mediated communication, synchronous and asynchronous CMC, the language of electronic communication.*

Ольга СОКИРСЬКА,
orcid.org/0000-0001-8100-9709
кандидат філологічних наук,
старший викладач кафедри теорії, практики та перекладу англійської мови
Національного технічного університету України
«Київський політехнічний інститут імені Ігоря Сікорського»
(Київ, Україна) olgasokyrska@gmail.com

Марина КОЛІСНИК,
orcid.org/0000-0002-6697-5850
кандидат філологічних наук,
доцент кафедри теорії, практики та перекладу англійської мови
Національного технічного університету України
«Київський політехнічний інститут імені Ігоря Сікорського»
(Київ, Україна) m.p.ruda@gmail.com

Світлана БУГА,
orcid.org/0000-0001-9609-2867
викладач кафедри англійської мови технічного спрямування № 2
Національного технічного університету України
«Київський політехнічний інститут імені Ігоря Сікорського»
(Київ, Україна) jabubi21@gmail.com

ЛІНГВІСТИЧНИЙ АНАЛІЗ ЕЛЕКТРОННОГО ДИСКУРСУ ТА КОМУНІКАЦІЇ В ЦИФРОВОМУ СЕРЕДОВИЩІ ПІД ЧАС ВИВЧЕННЯ МОВИ

Ця стаття присвячена інтернет-лінгвістиці, викликам, пов'язаним зі стрімким збільшенням інформаційного контенту в усіх сферах життя, що переходять в онлайн. Динамічна природа нових технологій ще більше ускладнює вивчення електронного дискурсу, створюючи простір, який є одночасно широким і неосяжним. У цій статті розглядаються труднощі, пов'язані з узагальненням лінгвістичних стилів у таких формах комунікації, як електронна пошта, приватні чати, форуми, вебінари та текстові повідомлення, які вивчалися переважно теоретично. Такі ключові фактори, як вік, стать, соціокультурний рівень та етнічна приналежність, відіграють вирішальну роль у розумінні лінгвістичних патернів, проте приховування ідентичності користувача становить значну проблему. У роботі також досліджується роль контексту у формуванні інтерпретації онлайн-дискурсу, враховуючи такі фактори, як аудиторія, середовище та мета комунікації. Стаття має на меті дослідити тонкощі усного та писемного мовлення в комунікації у цифровому середовищі. Дослідження підкреслює динамічний характер мовних норм в онлайн-середовищі, оскільки лінгвістичні інновації швидко поширюються і розвиваються в цифрових спільнотах. Незважаючи на велике мовне розмаїття, що спостерігаються на різних онлайн-платформах, аналіз виявляє певні загальні тенденції, такі як стиснення мови та поширення неформального стилю.

Дана робота сприяє кращому розумінню інтернет-лінгвістики, складної взаємодії між мовою, технологіями та культурою в цифрову епоху. З'ясовуючи відмінні риси та закономірності електронного дискурсу, ця стаття пропонує фундамент для майбутніх досліджень у галузі онлайн-комунікації та лінгвістичного аналізу.

Ключові слова: вивчення мови, комунікація в цифровому середовищі, синхронна та несинхронна інтернет-комунікація, мова електронного спілкування.

Problem statement. Nowadays, Internet linguistics constitutes a challenge to scientists due to its broadness which is caused by the fact that the amount of informational content is rapidly increasing as all spheres of life come online. What is more difficult is to keep up with the latest changes and communicative opportunities offered by new technologies which makes the study of this question **relevant**.

Also, it is difficult to generalize about the linguistic style of some types of communication because they are still elusive and inaccessible. The research of such types of communication as emails, private chats, text

messages, etc. are characterized by theoretical studies rather than empirical. It is worth mentioning that such factors as age, gender, sociocultural level and ethnicity of speakers are crucial for generalization and systematization of the knowledge but the users hiding their identity make it difficult to analyze the linguistic peculiarities of computer mediated communication. All these difficulties give linguists broad opportunities and reasons for original research.

Thus, the **aim** of this work is to study the peculiarities of speech and writing in the realm of electronic discourse.

The analysis of recent research and publications. Many foreign and Ukrainian scholars paid their attention to the study of computer mediated communication (Crystal, 2006; Crystal, 2008; Bannan-Ritland, 2002; Fussell, Setlock, 2014; Rasch, 1997; Yao, 2020) and peculiarities of teaching languages (Kolisnyk, Korniytska, Ogurtsova, Sokyrska, 2022; Kornieva, Vashchylo, 2021; Baklazhenko, 2021). One of the key trends in the linguistic analysis of electronic discourse and digital mediated communication is the use of corpus linguistic methods. Corpus linguistics involves the analysis of large collections of language data, or corpora, in order to identify patterns and trends in language use. Corpus linguistic methods have been used to study a wide range of linguistic phenomena in electronic discourse and digital mediated communication, including vocabulary use, discourse markers, syntactic structures, and the use of emojis and other nonverbal elements.

Another important trend in the linguistic analysis of electronic discourse and digital mediated communication is the focus on multimodality. Multimodality refers to the use of multiple modes of communication, such as text, images, and sound, in a single communicative act. In electronic discourse and digital mediated communication, multimodality is particularly common, with users often combining text with images, emojis, and other nonverbal elements to convey meaning. The study of multimodality in electronic discourse and digital mediated communication requires a multidisciplinary approach, drawing on insights from linguistics, semiotics, and visual communication.

A third trend in the linguistic analysis of electronic discourse and digital mediated communication is the emphasis on context. Electronic discourse and digital mediated communication often take place in complex social and cultural contexts, which can have a significant impact on language use and communication practices. Linguistic analysis of electronic discourse and digital mediated communication therefore requires an understanding of the social and cultural contexts in which communication takes place. This includes factors such as the social roles of the participants, the relationship between the participants, and the norms and values of the community in which communication takes place.

Finally, a fourth trend in the linguistic analysis of electronic discourse and digital mediated communication is the recognition of the importance of identity and self-presentation. In electronic discourse and digital mediated communication, users often have the ability to create and manipulate their own identities through their language use and communication prac-

tices. Linguistic analysis of electronic discourse and digital mediated communication therefore requires an understanding of how users construct and present their identities, and how these identities are negotiated and contested in communicative interactions (Crystal, 2011).

Synchronous and asynchronous computer-mediated communication. In the vast landscape of Computer-Mediated Communication (CMC), the temporal dimension plays a pivotal role, dictating the rhythm and dynamics of our online interactions. Two distinct modes, synchronous and asynchronous communication, emerge as cornerstones in shaping the way we connect, collaborate, and communicate in the digital realm.

Synchronous communication: Connecting in Real-Time. Synchronous communication unfolds in the immediacy of the present, where participants engage in real-time exchanges. From instant messaging and video conferencing to live chats, synchronous CMC simulates the spontaneity of face-to-face conversations. The advantages lie in swift decision-making, immediate feedback, and the creation of a shared temporal experience among participants. However, the demands of simultaneous participation can pose challenges, especially in accommodating different time zones or managing multiple conversations concurrently.

Asynchronous communication: Unshackling time Barriers. Contrasting with the real-time nature of synchronous communication, asynchronous CMC liberates participants from temporal constraints. Email, discussion forums, and collaborative documents exemplify this mode, allowing users to contribute at their convenience. The flexibility of asynchronous communication accommodates diverse schedules, offering the space for thoughtful reflection and in-depth responses. However, the delayed nature of feedback may impede the swift resolution of issues or hinder the sense of immediacy inherent in synchronous exchanges.

While synchronous and asynchronous modes each possess unique strengths and weaknesses, a hybrid approach often proves most effective. Integrated platforms, such as collaborative documents with real-time editing features, exemplify the symbiosis of both modes. This hybridity strikes a balance, fostering ongoing dialogue while providing the flexibility for in-depth, asynchronous contributions.

Computer mediated communication in language learning. The widespread discussion of computer-mediated communication in language learning is driven by the opportunities it offers language learners for practical language application. By embrac-

ing CMC tools, educators can create dynamic learning environments that empower students to not only acquire language skills but also foster a deeper connection with the English language in a globalized, digital world (Sokyrka, 2020).

One of the key advantages of CMC in language learning lies in its ability to provide learners with real-world opportunities for language practice. Platforms such as email, discussion boards, and virtual classrooms offer a dynamic space for individuals to engage in written communication, fostering language proficiency in a practical context.

Electronic discourse generates a form of semi-verbal communication that falls between spoken language and written text, possessing distinctive features and graphological elements of its own. Similar thoughts were expressed in researches conducted by scholars like Warschauer (Warschauer, 2006) has shed light on the effectiveness of CMC in language classes. Warschauer conducted various case studies, examining the use of email and discussion boards across diverse language learning environments. His findings suggest that information and communications technology play a pivotal role in bridging the historical divide between spoken and written language.

Consequently, significant concern has emerged regarding research on reading and writing in second language (L2) acquisition due to the proliferation of the Internet. During the educational journey, students necessitate cognitive engagement for learning, alongside the fulfillment of their psychological needs through social interaction. While technology plays a significant role in assisting English language learners, it falls short of providing a holistic approach that addresses all facets of the learning process.

As the Internet continues to boom, considerable attention has turned towards the implications for reading and writing research in second language (L2) acquisition. The accessibility of online resources and the prevalence of CMC tools have reshaped the landscape of language learning, prompting educators to adapt their teaching methods to incorporate these technological advancements.

Enhancing listening skills. CMC platforms offer a wealth of multimedia resources, from video lectures to interactive audio materials. Engaging with these resources provides language learners with opportunities to sharpen their listening skills. Virtual classrooms and online language exchange programs create environments where learners can actively practice and improve their ability to comprehend spoken language.

Fostering speaking proficiency. Virtual discussions, video conferencing, and collaborative projects

within CMC platforms facilitate real-time communication (Sokyrka, Buha, 2021). This fosters an environment where learners can practice speaking English with both instructors and peers, breaking down barriers associated with traditional classroom settings. The interactive nature of CMC promotes fluency and pronunciation improvements.

Improving reading comprehension. The internet is a vast repository of written content in English, and CMC provides learners with access to a diverse range of reading materials. Engaging with discussion forums, articles, and online literature not only enhances vocabulary but also improves reading comprehension. Learners can explore various topics, expanding their understanding of written English in authentic contexts.

Facilitating writing skills. CMC platforms offer collaborative writing spaces, allowing learners to engage in joint projects and written discussions. Blogging, online forums, and virtual writing workshops provide opportunities for constructive feedback, enabling students to refine their writing skills. The asynchronous nature of some CMC tools also allows for thoughtful composition and editing.

Dynamic interaction for holistic language development. Beyond individual language skills, CMC encourages holistic language development. The dynamic interaction in virtual spaces supports a balance between cognitive and social dimensions of language learning. Learners not only acquire linguistic competence but also develop interpersonal and intercultural communication skills.

In the present day, numerous computer-mediated communication (CMC) platforms have been introduced, enabling people to interact through various mediums such as written, audio, and video communication. Skype, MSN, Facebook, YouTube, and Twitter represent some widely used CMC environments that facilitate communication on a global scale. These platforms can be effectively utilized in the realm of language teaching and learning. The amalgamation of these environments opens up novel possibilities for language educators and learners to maintain contact, transcending the confines of traditional classrooms. Each CMC environment possesses distinctive features, contributing to the creation of unique learning experiences distinct from other resources.

As technology continues to evolve, English language educators are adapting their teaching methodologies to incorporate CMC tools. The rise of online language exchange programs, virtual language labs, and collaborative writing projects reflects a growing recognition of the benefits of CMC in language education.

Conclusions. The linguistic analysis of electronic discourse and digital mediated communication is a rapidly evolving field that has important implications for our understanding of language use and social interaction in the digital age. As digital media platforms continue to play an increasingly important role in our personal and professional lives, the study of electronic discourse and digital mediated communication will continue to be a vital area of linguistic research. By employing a range of analytical methods and drawing on insights from multiple disciplines, linguists are able to provide valuable insights into the ways in which we use language to communicate, construct our identities, and navigate the complex social and cultural contexts of digital communication.

At present, CMC not only reflects the convergence of technology and language but serves as an intricate mirror reflecting societal changes. Linguistic nuances, once confined to face-to-face dialogue, are now woven into the fabric of digital conversations,

molding an evolving lexicon shaped by memes, emojis, and rapid exchanges across diverse platforms.

As we peer into the future, a fascinating prediction emerges: the integration of artificial intelligence (AI) will redefine the landscape of CMC. Advanced language processing algorithms, coupled with machine learning, will empower systems to understand context, emotions, and cultural nuances with unprecedented accuracy. This evolution may usher in an era where virtual assistants engage in nuanced and contextually aware conversations, bridging the gap between human-like interaction and digital efficiency.

In this envisioned future, CMC could become a seamless blend of human expression and machine intelligence, enhancing communication in ways that are currently beyond our imagination. The trajectory of CMC, with AI as its ally, promises not just evolution but a revolution in the way we communicate and connect in the digital era.

BIBLIOGRAPHY

1. Баклаженко Ю. Лінгвістичні передумови навчання англійського професійно орієнтованого мовлення в закладах вищої освіти. *Актуальні питання іноземної філології*. 2021. Вип. 13. С. 10–16. <https://doi.org/10.32782/2410-0927-2020-13-2>
2. Bannan-Ritland, B. Computer-Mediated Communication, eLearning, and Interactivity: A Review of the Research. *Quarterly Review of Distance Education*, 3(2). 2002, 161 p.
3. Crystal, D. *Internet Linguistics: A Student Guide*, Routledge. 2011, 179 p.
4. Crystal, D. *Language and the Internet* (2nd ed.). Cambridge: Cambridge University. 2006, 318 p. <http://dx.doi.org/10.1017/CBO9780511487002>
5. Crystal, D. *Txting: The gr8 db8*. Oxford: Oxford University Press. 2008, 239 p.
6. Fussell, S. R., & Setlock, L. D. Computer-mediated communication. In T. M. Holtgraves (Ed.), *The Oxford handbook of language and social psychology*. Oxford University Press. 2014, p. 471–490.
7. Kolisnyk, M., Kornyska, Y., Ogurtsova, O., & Sokyrska, O. Socrative as a Formative Assessment Tool in English for Specific Purposes Course *Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges* (2). 2022, p. 377–392. DOI: <https://dx.doi.org/10.24093/awej/covid2.25>
8. Kornieva Z., Vashchylo O. Development of Speaking Skills Assessment Criteria for Engineering Students. *Arab World English Journal*. 2021. Vol. 12(2). P. 72–82. DOI: <https://dx.doi.org/10.24093/awej/vol12no2.5>
9. Yao M. Z., Ling R. What Is Computer-Mediated Communication? – An Introduction to the Special Issue. *Journal of Computer-Mediated Communication*, Volume 25 (1). 2020, p.48. <https://doi.org/10.1093/jcmc/zmz027>
10. Rasch, Chris R. *Computer-Mediated Learning Environments: Theory and Research Into Practice*. Basic Communication Course Annual, Vol. 9. 1997, p. 105–129.
11. Sokyrska, O. The importance of combination of online learning with work in the classroom. II Annual Conference on Current Foreign Languages Teaching Issues in Higher Education: Conference Proceedings of the International Scientific and Practical Conference. 2020, 56–58.
12. Sokyrska O., Buha S. The Peculiarities of Distance Language Education: Listening, Speaking and Pronunciation an ESL Teaching. III Annual Conference on Current Foreign Languages Teaching Issues in Higher Education. 2021, p. 114–116.
13. Warschauer, M. *Laptops and Literacy: Learning in the Wireless Classroom*. Teachers College Press, 2006.

REFERENCES

1. Baklazhenko, Yu. (2021). Lihvistychni peredumovy navchannia anhliiskoho profesiino oriietovanoho movlennia v zakladakh vyshchoi osvity [Linguistic preconditions for teaching professionally oriented English writing in higher educational institutions]. *Aktualni pytannia inozemnoi filolohii*, 13, 10–16. <https://doi.org/10.32782/2410-0927-2020-13-2> [in Ukrainian]
2. Bannan-Ritland, B. (2002). Computer-Mediated Communication, eLearning, and Interactivity: A Review of the Research. *Quarterly Review of Distance Education*, 3(2), 161.
3. Crystal, D. (2011) *Internet Linguistics: A Student Guide*, Routledge, 179 p.
4. Crystal, D. (2006). *Language and the Internet* (2nd ed.). Cambridge: Cambridge University, 318 p. <http://dx.doi.org/10.1017/CBO9780511487002>

5. Crystal, D. (2008). *Txting: The gr8 db8*. Oxford: Oxford University Press, 239 p.
6. Fussell, S. R., & Setlock, L. D. (2014). Computer-mediated communication. In T. M. Holtgraves (Ed.), *The Oxford handbook of language and social psychology* (pp. 471–490). Oxford University Press.
7. Kolisnyk, M., Kornytyska, Y., Ogurtsova, O., & Sokyrskya, O. (2022). Socratic as a Formative Assessment Tool in English for Specific Purposes Course *Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges* (2). 377–392. DOI: <https://dx.doi.org/10.24093/awej/covid2.25>
8. Kornieva, Z., & Vashchylo, O. (2021). Development of Speaking Skills Assessment Criteria for Engineering Students. *Arab World English Journal*, 12 (2), 72–82. DOI: <https://dx.doi.org/10.24093/awej/vol12no2.5>
9. Yao M. Z., Ling R. (2020) What Is Computer-Mediated Communication? – An Introduction to the Special Issue. *Journal of Computer-Mediated Communication*, Volume 25, Issue 1, 4–8. <https://doi.org/10.1093/jcmc/zmz027>
10. Rasch, Ch. R. (1997). *Computer-Mediated Learning Environments: Theory and Research Into Practice*. Basic Communication Course Annual, Vol. 9, 105–129.
11. Sokyrskya, O. (2020). The importance of combination of online learning with work in the classroom. *II Annual Conference on Current Foreign Languages Teaching Issues in Higher Education: Conference Proceedings of the International Scientific and Practical Conference*. Kyiv, 56–58.
12. Sokyrskya O., Buha S. (2021). The Peculiarities of Distance Language Education: Listening, Speaking and Pronunciation an ESL Teaching. *III Annual Conference on Current Foreign Languages Teaching Issues in Higher Education*. Kyiv, 114–116.
13. Warschauer, M. (2006). *Laptops and Literacy: Learning in the Wireless Classroom*. Teachers College Press.