

Approaches_to_Digital_Discourse_Analysis

VALENCIA, 18, 19, & 20 NOVEMBER 2015

BOOK OF ABSTRACTS

The logo for ADDA (Approaches to Digital Discourse Analysis) features the letters 'ADDA' in a bold, blue, sans-serif font. Above the 'A's, there are decorative elements: a green arch over the first 'A', a yellow bracket over the second 'A', and a red wavy line between the two 'D's.

Approaches_ to_Digital_Discourse_Analysis

ADDA I BOOK OF ABSTRACTS

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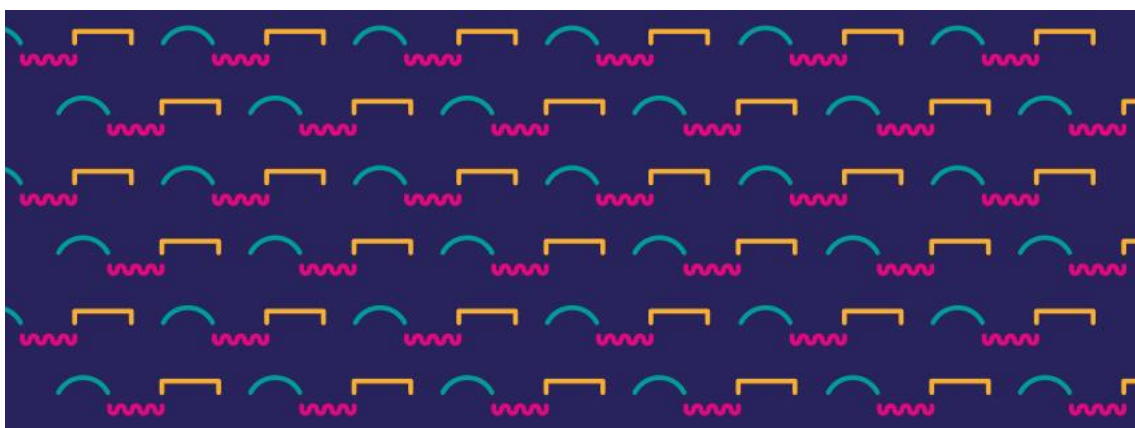
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1) PLENARY TALKS

Towards a 'third wave' of digital discourse studies: audience practices on Twitter

Jannis Androutsopoulos
Universität Hamburg

Research on computer-mediated communication can be thought of in terms of 'waves', i.e. research approaches defined by distinct sets of questions, assumptions, and methods. In the last 20 years, this research moved from a 'first wave', which foregrounded media-related constraints of language use on the internet, to a 'second wave', which rejected technologically determined and homogenizing views and focused instead on sociolinguistic variation and diversity (Androutsopoulos 2006). Some ten years later, a 'third wave', a new leitmotif for digital language and discourse analysis seems topical. Internet access has now become the default case for most (though not all) people, in Europe and elsewhere. The former perception of 'the net' and 'real life' as unconnected, even opposed spheres of social action has become obsolete, 'always on' (Baron 2008) now being the norm. Social media enable discourse practices that bring together individuals and organisations, communities and social institutions. Producing digital content and participating in digital discourse is accessible to (almost) everyone, while issues of control over digital data are more controversial than ever.

In this lecture I sketch out my current understanding of such 'third wave' research. I argue that in a world where digitally-mediated communication has become the backbone of everyday life, we lack understanding of how speakers communicate, how discourses evolve, how signs circulate across media types, user networks, and interconnected sites of practice. The research focus therefore shifts to language practices in a trans-media, trans-contextual perspective. Linguistic and media choices are understood as mutually contextualizing, language ideologies are examined in close relation to media ideologies (Gershon 2010). At the level of method, this research will face the task of balancing 'big' and 'small' data, bringing the close scrutiny of situated language practices into conversation with new opportunities of digital data collection and analysis.

As a case in point, the example of audience practices on Twitter is offered. Twitter enables the hashtag-based formation of ad-hoc publics (Bruns and Burgess 2011) for media events. Based on findings from a case study (Androutsopoulos and Weidenhöffer 2015), the language practices of the Twitter audience to a popular German crime series, *Tatort*, are examined. Taking into account earlier studies of face-to-face audience talk during media reception, the analysis works out different types of audience tweets depending on their writers' orientation to the on-going show and their settings of co-present viewing. Evidence for intermedia circulation of audience tweets is also examined. The findings suggest that tweeting extends and complements practices of co-present audience engagement.

The Co-Evolution of Computer-Mediated Discourse Analysis and Computer-Mediated Communication

Susan C. Herring

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Computer-mediated communication (CMC) was originally text based and accessed through stand-alone clients. Increasingly, however, textual CMC has been supplemented by graphical, audio, and/or video channels of communication, and multiple modes of CMC are available on Web 2.0 platforms and smart phones. As the technological affordances of CMC systems have evolved over time, so, too, have the efforts of scholars to analyze the discourse produced using those systems. One approach is computer-mediated discourse analysis (CMDA), a specialization within the broader interdisciplinary study of CMC distinguished by its focus on language and language use and by its use of methods of discourse analysis to address that focus (Herring, 2004). However, CMDA was developed for the analysis of textual CMC; it has little to say regarding, for example, the visual aspects of online discourse. It also tends to assume that online communication takes place primarily through one channel (text).

In this talk, I describe efforts to develop and extend CMDA over time in order to address non-textual communication and the trend towards convergence of multiple modes of CMC in a single platform. The exposition is structured in relation to three historical phases of CMC: stand-alone textual clients, Web 1.0, and Web 2.0. I illustrate each phase – its challenges, as well as solutions adopted by scholars to address those challenges -- with CMDA research. I conclude by proposing a theory of multimodal CMC that provides new direction for CMDA at the present time. This theory allows for the inclusion, under the umbrella of “CMC”, of graphical phenomena such as memes, avatar-mediated communication, and robot-mediated communication involving telepresence robot avatars in physical space, and thus extends the definition of CMC itself. Each of these phenomena mediates human-to-human communication, supports social interaction, and involves multiple modes or channels of communication, and thus constitutes fertile ground for computer-mediated discourse analysis in 2015 and beyond.

Addressing the ideologies of digital discourse: The sordid story of sexting

Crispin Thurlow
University of Bern

Sexting is a topic close to the hearts of my Swiss compatriots (or hosts), following two high-profile scandals last year: one concerning a government secretary, “Adeline Lafouine”, and the other a parliamentarian and city mayor, Geri Muller. With international coverage, these two cases clearly hit a nerve or triggered a twice-over sense of *schadenfreude*: locally, there was delight in state workers being caught out; further afield, there was an inevitable frisson in the apparent sully of Switzerland’s squeaky-clean image (of itself). I want to use these two instances as a convenient point of entry into an analysis of discourses about digital discourse which inevitably weave together a range of social anxieties, moral approbations and cultural politics. I turn to a “convenience corpus” of regional and international newspaper articles (verbal and visual content) about sexting, some of which comment directly on the Swiss incidents, others refer more generally to sexting as a cultural phenomenon. With the help of these materials, I trace an analysis of the overlapping language ideologies, media ideologies and semiotic ideologies at work in news discourse about sexting. I intend to spend most of my time on the third of these disciplinary actions, thinking through the way sexting reinscribes popular beliefs about the nature, authority and truth-value of different semiotic modes. Ultimately, the cultural practices and meta-discourses of sexting highlight the near impossibility of distinguishing mediation from mediatization.

2) DESCRIPTION OF PANELS

Interculturality, Identity and Computer-Mediated Discourse in Foreign Language Teaching and Learning

Isabel Alonso Belmonte
Universidad Autónoma de Madrid

Several important trends of the late 20th century, such as the rapid advance of ICT, the globalisation of the economy and the expansion of multiculturalism, have turned the world into a global village where individuals are expected not only to increase awareness towards cultural differences, but also to gain the skills to perform appropriately in different communication settings. Consequently, foreign language research has progressively shifted its focus to the intercultural aspects of learning (Porto, 2010; Baker, 2012; Alonso Belmonte and Fernández Agüero, 2013). As a result, the concept of communicative competence has been assimilated by the concept of “intercultural communicative competence”, defined by Byram (2000) as “the ability to interact effectively with people of cultures other than one’s own” (p. 297).

Previous research shows that in intercultural language learning, the goal is not to achieve native speaker competence in the target language (Alptekin, 1993, 2002; McKay, 2002), but to follow the norms of an “intercultural speaker” (Byram, 1997; Kramsch, 1993), who is constantly engaged in self-reflection and is able to “mediate/interpret the values, beliefs and behaviours (the ‘cultures’) of themselves and of others and to ‘stand on the bridge’ or indeed ‘be the bridge’ between people of different languages and cultures” (Byram, 2006: 12).

In this scholarly context, this Panel proposes to deepen into the existing scholarly work on the intertwined notions of **interculturality** and **identity** (Machart *et al.* 2013; Dervi and Risager, 2015) by inviting papers which analyse their development through **Computed Mediated Discourse** (henceforth, CMD) in different **foreign language teaching** contexts. In my view, text-based CMDs, which can take a variety of forms (e.g., e-mails, discussion forums, real-time chats, social media sites, etc.), provide discourse analysts and educational linguists with a unique environment to analyse the students’ verbal interactions in the foreign language, the main traits of their identity as L2 learners (Block, 2014), and the relationship between their discourse and their social and cultural practice. On the other hand, the rapid expansion of online learning courses and the use of virtual platforms in foreign language teaching offer opportunities but also new challenges for teachers who are redefining their professional discourse when working in online environments. This situation deserves scholarly attention too from discourse analysts.

Thus, some of the **research questions** that this Panel attempts to give an answer to are the following:

In what way does the students’ verbal interaction in a foreign language through CMD enhance their intercultural competence? How does digitally mediated education promote the construction of students’ group identity? Is teachers’ professional identity being redefined when working in digital environments? How language pre-service and in-service teachers present their selves within online

environments? Is their digital competence influencing or conditioning their teaching identity? How do intercultural factors affect their professional computer mediated discourse?

**Constructing identities in social networks:
From offline multimodal practices to digital eternities**

Heike Baldauf-Quilliatre, Isabel Colón de Carvajal,
Christine Develotte & Magali Ollagnier-Beldame

ICAR, ENS de Lyon

Over the last few years, online interactions have been playing an increasingly important role in everyday social communication. With the advent of social networking services, the possibilities of digital social interaction have literally exploded in the last two decades. Indeed, the Web 2.0 (Herring 2012) allows a wide range of interactive online services such as microblogging (Twitter), photo-sharing (Instagram, Pinterest), video-sharing (Youtube), video-calling (Skype, Google Hangout) and social networking (Facebook). Henceforth, all those formats intertwine and become more and more complex.

Nonetheless, the multimodal and interactive Web does more than create a multitude of new communication forms (in the sense of Holly 2011); additionally, it offers new ways of remodeling and dealing with rather traditional ones.

Therefore scholars need to develop new methods and new approaches in order to apprehend the different functions of language in multimodal digital textual productions (e.g. Androutsopoulos 2010) and to explore digital discourses and interactions (e.g. Herring 2004; Develotte, Kern, Lamy 2011).

More specifically, social networking websites raise important questions about identity construction for both users and researchers: The multiple functions of digital world offer various possibilities of playfully creating different online identities, e.g. avatars (Abbas, Dervin 2009) or constructing and negotiating identities in new ways, e.g. via hashtags, pseudonyms etc. (Georges 2007).

Recently, scholars from different fields have begun to explore how individuals shape their identities using digital technologies, such as social networking services and online communities (e.g. Zhao, Grasmuck, Martin 2008; Madini, de Nooy 2013). New forms of online expression (like YouTube vlogs – self-made video clips –) are constantly emerging and transforming identity in new, dynamic and multimodal dimensions. Thus identity construction in the digital world becomes an extremely complex topic of investigation: It not only involves different semiotic material but also presents instances of situated talk-in-interaction.

This Panel proposes digital identities constructions analysis based on observable behaviors (dynamic screen captures, video recordings, etc.) which may be supplemented by verbalizations of the participants (during or after the situation). We consider a variety of situations that can be individual or collective remote interactions. These situations are multimodal in various ways: they either involve different channels of perception and interaction, and/or implicate more than verbal language between people (para-verbal and non-verbal) and/or display plurisemiotic content and information on the screens.

Hence we will focus on identity construction in digital discourses as a situational, complex and multimodal activity. The different contributions examine various aspects of identity and demonstrate the ways in which social networking services contribute to the expression, (co)construction and enactment of identities. The studies are grounded on different methodological backgrounds (including conversational and discourse analyses, semio-pragmatic perspective, socio-discursive approach) but are all corpus-based and share an understanding of identity construction as an interactive achievement.

Rational and Emotional Persuasion in the digital world

Mercedes Díez Prados & Antonio García Gómez
Universidad de Alcalá

Any form of communication is persuasive insofar as it attempts to influence people's behaviour and thinking. In the literature, rational thoughts have been highly valued in the study of persuasive communication; however, persuasion also goes hand-in-hand with the way(s) words appeal to the audience's emotions. Although there exists a broad literature on the topic, this Panel takes the exploration of both rational and emotional persuasion a step forward by analysing some of the most significant online discourses. From a Discourse Analysis perspective, we invite papers that attempt to deepen scholarly understanding of the intertwined functioning of rational and emotional persuasion in the digital world. The combination of research methods from rhetoric, discourse analysis, social and discursive psychology brings the special flavour of this Panel. This also highlights the importance and challenges raised by the deployment of persuasive strategies in different online contexts. The scope of the submissions includes (but is not limited to) the following topics: 1) gender differences in online persuasive communication; 2) the expression of anger in social networks; 3) persuasion, ideology and power; 4) Internet users' attitudes toward and beliefs about Internet advertising; and 5) persuasive communication at work.

Mitigation strategies in Spanish digital discourses

Virginia González García - *Universitat de València*
Ana Pano Alamán - *Università di Bologna*

The aim of this Panel discussion is to analyse the pragmatic issue of mitigation in different types of digital genres, as well as to provide and test research instruments used in Pragmatics to study digital discourses, in order to explain how this phenomenon works, essentially in linguistic interaction. Mitigation has been generally described as a pragmatic strategy used by speakers to soften an utterance, to reduce the impact of an utterance, or to downgrade the commitment associated with a message (Briz 1998, 2007, Caffi 2007, Albelda 2010). As a pragmatic strategy, mitigation is related to the achievement of interactional goals, and it can perform, therefore, both a social and a linguistic role. Thus, by distancing themselves from the message, interactants manage to promote social proximity, as explained in Briz and Albelda (2013).

Digital discourse analysis shows the importance of taking into account the technological features of the medium (synchronicity, asynchronicity, devices for social interaction, etc.), as well as variables involved in the communicative situation (Herring 2001, 2007, Pano Alamán 2008). In other words, in order to analyse digital discourses it is essential to consider “the interplay of technological, social, and contextual factors in the shaping of computer-mediated language practices” (Androutsopoulos 2006: 421). Research carried out from this perspective, and focused on chats (Noblía 2001; Mariottini 2008), discussion fora (Landone 2012), and social networks (Mancera 2014), among others, have pointed out the importance of mitigation strategies in this type of discourses. However, since the analyses of (im)politeness in digital discourses go often beyond these strategies (Locher 2010: 3), and examine them only incidentally, it seems necessary to pay special attention to them within computer-mediated interaction.

This Panel discussion intends to go further in the linguistic analysis of mitigation strategies in Spanish digital discourses. The analysis of mitigation strategies will be based on the study of formal, functional and socio-situational variables set by Albelda et alii (2014) in the schema used for the project Es.Var.Atenuación (<http://esvaratenuacion.es>).

Considering these theoretical and methodological assumptions, the primary objectives of the Panel are:

- Collecting the frequency in which mitigators appear in different types of digital genres (online press readers’ comments, travellers fora, social networks such as Facebook, YouTube or Twitter), using the mitigation analysis schema provided;
- Finding out the situational variables and the interactional contexts, which favor the use of mitigators (distance-proximity in communication, interactional frame, issues discussed, etc.)
- Comparing the results obtained from the analysis of different digital genres, and investigating whether the use of certain mitigation strategies -based on their frequency of appearance- can be explained by the digital genre features.

Determining if the features of a given digital genre encourage the use of different mitigation strategies or, on the contrary, if they favor some specific strategies above others.

Popular discourses & digital platforms: Critical reflections on multidisciplinary forms of public interventions

Michael Lithgow - McGill University

Michèle Martin - Carleton University, Canada

Our Panel will cover a broad spectrum of social, cultural, economic and political venues from five countries (Canada, France, Brazil, United States and Uruguay), with a unifying concern for new media discourses including blogging, You-tube, Twitter and emerging forms of digital citizenship. Our Panel will explore the unique ways in which each of these digital examples – from the use of new forms of storytelling on You-tube by Brazilian auto manufacturers, to Twitter criticisms of French presidential candidates in the 2012 election, to the use and misuse of digital forms of citizen participation in public proceedings in Canada and Uruguay, to popular fashion blogging in the United States and France, - taps into *popular expressions of ideas* in order to mobilize large audiences.

These papers will use critical multidisciplinary theoretical and methodological approaches to address complex issues and reveal overlooked aspects of specific digital discourses. Some authors will frame their discussion of power relations through Bourdieu's framework; others will borrow from Foucault's and Gramsci's works, and in at least one instance Rancière's. This complexity of approaches to the problem of power will allow the authors to look not only at dominant relations within the digital discourses produced by industries and political institutions, but also to draw attention to diverse kinds of resistance and popular critique coming from citizens. Methods will be based on critical discourse analysis of both texts and images, to look at the consistencies and contradictions within those discourses and their role in producing wider structures of power and popular resistance.

Constructions of Ethos in Asynchronous Digital Communities

Kate Pantelides - *Eastern Michigan University*

Jessica Robles - *University of Washington*

Sara Beth Hopton - *University of South Florida*

Although at its inception some theorized that Computer-Mediated Communication (CMC) might be a more perfect discursive space, one less implicated by the bias inherent in face-to-face interaction, subsequent research has demonstrated the identity-related power dynamics at work in CMC of all kinds (Nakamura, Matsuda, Vasquez). Identity and ethos function powerfully in the discursive interactions of asynchronous online environments, albeit *differently* than in face-to-face communities. In particular, since the "lack of simultaneous feedback" and "disrupted turn adjacency" (Herring) in CMC throw a wrench into traditional wisdom about developing credibility and navigating social cues, face-work (Goffman) must be accomplished without a face. Thus, asynchronous CMC "discussions" or "conversations" are purely metaphorical; they are, as Helmut Gruber notes, talk between a "group of persons [...in] a dark cave": someone might speak, but no one is required and no one knows if someone is about to respond to a given utterance. Identity and advice-giving has been frequently examined in non-digital venues (for instance, by De Fina, Schiffrin and Bamberg). However, such discursive phenomena have only somewhat recently become sites of research for digital discourse analysts. In this interdisciplinary, cross-institutional Panel we examine how identity, and particularly ethos, is constructed in digital communities and how new "rules" for establishing credibility are constituted.

CMC provides a privileged window into understanding identity construction in digital environments. It allows us to simultaneously examine individual accounts, and then step back to examine how discourse functions in its wholeness, on a macro-level, within a community. We see both the contentious, heterogeneous nature of individual speech acts, and how they ultimately aggregate in certain constructs. Through microanalysis of digital discourse, Panelists in this presentation draw on their disciplinary backgrounds in Communication Studies and Rhetoric and Composition to examine sites of identity construction. The following questions guide this Panel:

How is ethos constructed, deployed, and responded to in these disparate venues? How does the particular community orient to different constructions of ethos?

Analyzing multimodal digital discourse. Methodological foundations, methodical approaches, and research practices for studying discourse in convergent media

Christian Pentzold - *Technische Universität Chemnitz and Alexander von Humboldt Institute for Internet and Society*

Vivienne Sommer - *Technische Universität Chemnitz*

The proposed Panel session brings together different yet related strands in discourse analysis that discuss methodological foundations, methodical approaches, and research practices so to analyze multimodal digital discourse.

The section assumes that the form and usage of multimodality in discourse has changed due to digitalization and convergent media environments. Hence, meanings in digital discourses are commonly constituted through an interplay of utterances that combine multiple semiotic modes of expression. For example, the available range of digital media technologies allows for designing, arranging, remixing, and disseminating visual signs and audio signs together with the palette of other semiotic modes easier and more freely by amateur as well as professional media users. Communication in convergent media is thus not only verbalized through mostly written text but also materialized in multimodal weblogs, videos, audio files, and the like.

Analyzing these particular semiotic orchestrations requires convenient methods to recognize their discursive meanings separately and in combination (LeVine and Scollon, 2004; O'Halloran and Smith, 2011; Pauwels, 2012). Therefore, the section asks what are apt methodological stances, useful methodical instruments, and viable research practices for the analysis of multimodal communication in digital discourses?

To answer this general question, this Panel session gathers six papers with a focus on methodological consideration, methods and strategies, which are sensible to the multiple modalities of digital discourse (Fairclough, 2003; Jorgensen and Phillips, 2002). The six Panel presentations offer a wide range of digital data, media texts as well as web based videos but also interactions in museums and their constitution with and through digital discourses are examined. That said, the perspective on digital discourse does not exclude offline communication. Rather, the basic assumption of the proposed Panel session is that discourses are constituted in a converging transmedia and multimodal environment that is "always on" (Baron, 2008). Hence, the presentations do not analyze either offline or online or verbal instead of visual communication. Instead, the individual contributions discuss foundations, approaches and strategies that focus on the multimodal configurations of digital discourse.

Interpersonality in digital communication types: academic, professional and disciplinary variations

Francisca Suau Jiménez – *Universitat de València*

Rosa Lorés Sanz – *Universidad de Zaragoza*

Digital communication types based on new Web 2.0 platforms and characterised by social interaction and user-generated content have triggered many approaches, in an attempt to name and define them. Regarded as webgenres (Herring et al. 2005, Calvi 2010), modes or phenomena (Thurlow and Mroczek 2011, Herring 2013), the common assumption is that they have revolutionised the way discourse is modelled, influenced by their digital formats in different ways. What we propose in this Panel is to explore six of these digital communication types across several domains and disciplines. More specifically we study how new forms of interaction afforded by digital platforms are deployed, discursive and rhetorically, attending to different methodological frameworks, taking *interpersonality* as the common conceptual basis within the professional and the academic spheres. In our view, the interpersonal discursive dimension of digital communication types is one of their most significant features, which justifies the emergence of new forms and reshapes the old ones. Interpersonality, broadly defined as “the complex interplay of the writer and their readership as projected in the text, as well as how this projection is influenced by and influences the writer’s position in relation to their own texts and the texts of others” (Mur et al 2010: 83), can be and has been tackled from a great number of theoretical approaches and methodological frameworks (i.e. stance, engagement, evaluation, appraisal, metadiscourse, voice, etc). Digital communication types are sites for new forms of discursive interaction which may not have been contemplated in previous analyses as they sometimes involve not only the interaction between writer and reader or reader and reader but also between writer, reader and the digital format itself, that turns into a new actor in the interaction.

As regards the professional domain, interpersonal will be analysed through three papers that address digital communication types, offering space for interaction among text users: “online dispute resolutions (ODRs)” (Breeze) where the software tool acts as one of the parties in the dispute, “online obituaries” (Corona-Marzol), where readers are also content generators, and “customer reviews”, which play an essential role in the dialogic construction of hotel websites (Suau-Jiménez). The disciplines involved are law, journalism and tourism: in the three cases interpersonal discursive practices go beyond linguistic conclusions, thus giving implications for the professions. A fourth proposal (Herrando-Rodrigo) marks the transition between the professional and the academic, since it explores electronic medical popularisations, which emerge from medical research articles. Then, in the academic domain, interpersonal will be studied in two genres which are only found in a digital format: “the virtual Special Issue” (Mur-Dueñas) and “the digital conference call” (Lorés-Sanz). In both cases the writer’s position and interaction with her readers (her peers) as well as the construction of an individual and collective disciplinary identity will be approached through the study of evaluation.

To sum up, our Panel is an attempt to analyse how interpersonal works discursive and rhetorically in new or reshaped digital communication types across a number of professional and academic domains and disciplines.

3) INDIVIDUAL ABSTRACTS

What's in a click? A social semiotic framework for the multimodal analysis of website interactivity

Elisabetta Adami

University of Leeds

PANEL: *Pentzold & Sommer, V.* Analyzing multimodal digital discourse. Methodological foundations, methodical approaches, and research practices for studying discourse in convergent media
 Digital texts afford interactivity; they enable 'users' to act at given sites to achieve certain effects. Links, buttons, search fields, and so on are not only *signs* making meaning on the page, they are also *sites* for action, producing a changed textual situation if activated; in that, they represent an analytical gap for disciplines focusing on text and sign-making, including multimodal analysis. Using a social semiotic approach (Halliday, 1978; Hodge and Kress 1988; van Leeuwen 2005), the paper addresses the gap by presenting a multimodal framework for the analysis of webpage interactivity. It first reviews the (at time ambiguous, Bucy, 2004) use of the term 'interactivity', distinguishing it from interaction; then it introduces the notion of 'interactive sites/signs' as the *loci* of interactivity in digital texts. Along with their two-fold nature of sites and signs, the paper discusses the relation between their forms and meanings, the actions required to activate them and their effects; finally, it considers their two-dimensional functioning, syntagmatically on the page and paradigmatically, in offering alternative textual realizations if activated. The framework applies Halliday's (1978) ideational, interpersonal and textual metafunctions, mapping them onto the two-fold nature and the two-dimensional functioning of interactive sites/signs. It provides a fine-grained account of the interactive meaning potentials of digital texts, distinguishing between a text's aesthetics of interactivity – as visually communicated before it is activated and experienced – and its functionality, i.e., the interactive possibilities offered by a page. Designed to complement extant practices of multimodal discourse analysis of webpages, the framework can be used comparatively and can provide a more refined assessment of the interactive meaning potential of a webpage than traditional methodologies such as content analysis.

Cultural Stereotypes in US and Spanish University Students' Computer Mediated Discourse

Isabel Alonso Belmonte & María Fernández Agüero

Universidad Autónoma de Madrid

Panel: Alonso Belmonte, I. *Interculturality, Identity and Computed-Mediated Discourse in Foreign Language Teaching and Learning.*

This paper aims to unveil the linguistic manifestation of cultural stereotypes and other examples of ethnocentrism present in US and Spanish university students' email exchanges both in English and in Spanish. Cultural stereotypes –understood here as “the perceptions or beliefs we hold about groups or individuals based on our previously formed opinions or attitudes” (Samovar & Porter,

1991: 280)–, are claimed to be one of the obvious barriers to intercultural communication (Warshauer, 1999). Data comes from the analysis of the email exchanges between 36 intermediate-level students (18 per country) from Columbia University in New York, US, and Universidad Autónoma de Madrid in Spain during the Fall Semester 2014. These data are classified into auto-stereotypes (how we see ourselves), hetero-stereotypes (how we see others and how others see us) and projective hetero-stereotypes (how we think others see us). Findings shed light on the relationship between culture, language, and the conception of self-image in university students' computer mediated written discourse (Thorne, 2003; Block, 2014). On the basis of the results presented, suggestions are made to promote some intercultural teaching strategies in foreign language university programs. We believe this paper can be of interest to scholars working in intercultural communication, to discourse analysts and university instructors in EFL.

The effect of social media on identity construction : a re-examination of identity concepts in the digital era.

Heike Baldauf-Quilliatre, Christine Develotte & Magali Ollagnier-Beldame
ICAR, ENS de Lyon

Panel: Baldauf-Quilliatre, H.; Colón de Carvajal, I.; Develotte, C. & Ollagnier-Beldame, M.

Constructing identities in social networks: from offline multimodal practices to digital eternities

Over the past few years, online interactions especially through social media have been playing an increasingly important role in everyday social communication. Social networking websites raise important questions about identity construction.

Recently, scholars from different fields have begun to explore how individuals shape their identities using digital technologies, such as social networking services and online communities. New forms of online expression (such as YouTube 'vlogs' – self-made video clips –) are constantly emerging and transforming identity in new, dynamic and multimodal dimensions. As a result, identity construction in the digital world becomes an extremely complex topic of investigation: It not only involves different semiotic material but also presents instances of situated talk-in-interaction.

In this presentation, we attempt to grasp the complexity of identity dynamics in social media by focusing on two important and classical concepts: "otherness" and "time".

1. Time

Identity is based on the dialectic of self-permanence and self-change in time (Ricoeur, 1990). Identity has a diachronic dimension, it is a process under construction and always unfinished. It also has a synchronic dimension and refers to a stable state. Is this tension between diachronic and synchronic identity as important in the digital era? And in this context, which processes does the individual carry out to construct diachronic unity of synchronic identities? We aim to demonstrate how digital traces are fundamental in this process.

In social media, digital traces proliferate. What are their effects on identity dynamics? Do they allow a system / human partnership in the attribution of meaning to the past? We will distinguish visible traces (reflexive technologies) and invisible ones (calculated identity quantified self, utopia of "all"). We will also address the question of the permanence of traces (digital forgetting, digital identity after death).

2. Otherness

If others' role is crucial in identity construction, then what is their role in online communication? How do we define 'otherness' online? Speaking of digital identities, could « others » be automata? We will show that « the other »'s point of view is essential in one's identity construction. Indeed it is the 'other' who can say who I am, whatever this other may be, a digital artefact, an interlocutor, or the ubiquitous audience in social media.

What annoys you about technology at work? Affect and academics' discursive construction of digital writing practices

David Barton
Lancaster University

The work life of academics is changing rapidly as a result of technological and other global changes. This paper reports on a small part of an ongoing study of academics changing work practices in the area of knowledge production, as revealed through writing practices. The paper examines the diversity of writing practices including writing for research, for teaching, for administration and for impact which academics are involved in. It draws on a range of methods including techno-biographical interviews, observations and tracking of specific events, discussions around pieces of writing and collection of contextual data. It covers academics in a different disciplines in 3 universities in the UK.

The techno-biographical interviews cover people's history of uses of technology and changing online literacy practices. Topics include uses of different sites and devices, forms of participation online, language choice and differences in particular domains of life. This paper analyses data from techno-biographical interviews with a set of 9 senior academics focussing on their use of affect. Comparisons are also made with data collected from interviews with 8 academics in 2009. Interviewees' discursive construction of the digital world included a great deal of affect. They talked in terms of strong likes and dislikes and expressed approval and disapproval. For instance, they referred to loving or hating particular sites such as Virtual Learning Environments, Facebook and Twitter. They had strong views on other people's behaviour, such as when it is okay to check one's phone or be using tablets in academic contexts, such as seminars and lectures. They also had areas where they felt overwhelmed and identified ways of coping. The analysis of affect here draws primarily on analysis of stance and thematic analysis. It highlights similarities across people in terms of affect and how they manage change. It also identifies individual differences in people's practices. Overall they have strong ethical concerns, notions of etiquette and the placing of boundaries in their online lives. These shape their practices and attitudes to changes in their practices.

21th century e-books – a multimodal advertising genre?

Dominik Baumgarten
Ruhr-Universität Bochum

The planned talk aims to analyze the current multi-media traces in contemporary novels. Whereas literacy traditionally was presented either orally or orthographically, since around 1900 pictorial elements became more and more important. The *digital turn* opened further opportunities for media mixtures in the literary field and the invention of the e-book in 1988 provided a platform for classic literary narratives in combination with digital media. In 2010 *Amazon* applied for the patent of advertising in e-books, which adumbrates a growing market for commercial traces in digital literature. Authors can be hired as both: storytellers and advertisers.

Based on an analysis of the American novel *Cathy's Book* (Stewart: 2006) the growing multimodality of (sponsored) e-books shall be illustrated. The novel and its two sequels were sponsored by *Procter&Gamble* and contain a broad range of brands taken from the company's range. These items are represented orthographically as part of the running text in the same manner as loanwords are (Janich: 2005) or displayed visually, e.g. as illustrations and drawings. Whereas contemporary literature can be seen as modern archive in general (Baßler: 2002), this kind of sponsored literature advertises brands in a far more concrete way.

The mixture of book, internet, imagery, film, music and hypertext in *Cathy's Book* demonstrates the growing interdisciplinary of the contemporary literary market. The talk focusses on the questions, whether or not current (sponsored) e-books must be seen as possible (multimodal) advertisements of the digital era (Baumgarten: 2013). Or do authors use the multimodal advertising opportunities to spread their own literary narratives? Or – as a further alternative – does the 'advertising novel' create a new multidisciplinary and multimodal genre of its own, which will further challenge scholars not only from literature and linguistic studies, but involve all areas of media research?

Approaching multimodal discourse analysis of videos in opencourseware websites as part of the new academic discourse in the digital world

Edgar Bernad-Mechó
Universitat Jaume I

The traditional genre of university lectures has experienced a dramatic change since the creation of the so-called *MOOCs* (Massive Online open Courses). Villanueva et al. (2008) argue that "digital genres have unique features deriving from the multimodal and hypertextual affordances of the internet". Therefore, moving from a physical classroom to a digital environment implies the presence of different semiotic levels interacting with each other (i.e., images, sound, video, text), as well as a hypertextual structure, which offers different paths from which the reader can choose. An essential element in most online lectures is one or several recordings of the classes. These videos are multimodal *per se* and linguistic, paralinguistic and kinesic elements play an important role when delivering the message. The aim of this paper is to explain from a multimodal discourse

analysis perspective, which are the metadiscursive elements employed by lecturers in order to link the different sessions within a course offered in a hypermedia context. This type of features is essential to achieve a proper connection between sessions; they contribute to better cohesion and create a clearer message for the student. Additionally, the paper attempts to provide a description of the general structure, organization and interactive elements of the platform where those lectures are located in order to understand the generic changes involved in the digital transformation of this particular genre (Villanueva et al. 2008).

In order to do that, two lectures from the opencourseware offered by Yale University have been selected and a Multimodal Discourse Analysis (MDA) (Querol-Julián and Fortanet, 2012; Fortanet-Gómez and Ruiz-Madrid, 2014) has been carried out taking into account on the one hand the linguistic, paralinguistic and kinesic features that are present in metadiscursive elements and the semiotic organization and interaction of the different discursive elements that afford the new definition of the genre in a digital context.

Within the university and beyond: the use of Facebook for information dissemination by two major Higher Education institutes in Sweden

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Stockholms Universitet

Following the rise of Web 2.0 and the global expansion of social media, an increasing number of higher education (HE) institutes are turning to social media for communication within the university and beyond. While Facebook practices in the HE domain have generated a large number of studies, e.g. on university students' use of Facebook and Facebook as a tool for institutional advertising, work on its use for information dissemination purposes by HE institutes remains rather scant. This is interesting, particularly considering that Facebook has been reported as the most used social media tool in HE (www.onlineuniversities.com).

The present study aims to increase knowledge of Facebook use in HE for information dissemination and focuses on two major universities in Sweden. Swedish higher education has been one of the most internationalized in continental Europe with over 800 English-taught programs in 2014, following the Netherlands with 1,078, and Germany with 1,030 (Wächter and Maiworm 2014). In offering large numbers of English-medium programs, the two universities in the study are representative of this scenario.

The present investigation considers both the English and Swedish Facebook pages of these universities and investigates all posts published within an academic term, with a total up to or exceeding three hundred. The data is analyzed quantitatively and qualitatively, including issues of authorship (visible vs. unrevealed), source of information and reference (touching upon *digital interactivity* and *hypertextuality*; see Adami 2013), readership (assumed or overt), type of information (consequential vs. social, e.g. everyday campus life), and finally university-image related issues. First, the paper provides a descriptive account of these universities' Facebook practices. This is followed by a discussion of the observed differences between the English and the Swedish pages on the choice of language, length of post and type of information, which are likely to have consequences for readership and the dissemination of consequential information. In

addition, the findings shed some light on the current uses of social media for institutional advertising in HE from a linguistic point of view.

The Digital Discourse of Ninja Media

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The intent of this communication is to present the first results of the examination of the conditions of production and discourse reception of Ninja Media, in order to understand the place that this communication vehicle occupies in the media discursive field in Brazil. The object of study is a independent communication collective from Brasil that, since 2011, records the major protests in the country, in real time, over the internet, guiding even the traditional media. In 2014, during the World Cup, Ninjas were also in the streets - the period is the temporality of a research doctorate, still ongoing, held at the Faculdade de Letras of Universidade Federal de Minas Gerais. Besides the technical aspects, will be demonstrated at the presentation to the ADDA, a view about the communication and enunciative devices of the Ninja Media, as well as modes of thematization and questioning of this vehicle. It is possible to infer that there is a strong ideological stance in defense of social causes that, apparently, did not have great appeal in the mass media channels in the country. With a different metric used by the corporate media, and a stated bias, the Ninja Media has given voice to social actors without much space. The research is concentrated in the area of linguistic of the text and discourse, with the main line of Discourse Analysis. Authors who serve in the base are mainly: Patrick Charaudeau (with the prospect of semiolinguistics and the discourse of the media), Teun Van Dijk (with discussions about the discourse and power), Wander Emediato (Brazilian researcher who guides this project in Brazil) and Isabel Roboredo Seara (doctorate co-guiding in Portugal). In addition, contributions are sought in John Downing (with the concept of radical media), Manuel Castells (with the "network society"), Vegh (with cyberactivism), among many others, making a large and positive theoretical miscellaneous. For the initial data, were examined all the transmissions Ninja Media, held from June 12 to July 13, 2014, consisting of 290 videos totaling over 96 hours of display.

Interpersonality in online dispute resolution

Ruth Breeze

Universidad de Navarra

Panel: Suau Jiménez, F. & Lorés Sanz, R. *Interpersonality in digital communication types: academic, professional and disciplinary variations.*

Traditional forms of alternative dispute resolution involve three parties: two disputants and a neutral third party. However, dispute resolution is now increasingly being carried out on online platforms. For example, the EU recently approved a resolution to make an online dispute resolution (ODR) platform for consumer disputes available throughout the EU (EU, 2013). In some forms of

ODR, it has been noted that the interaction is subtly changed by the presence of a theoretical "fourth party": the software tools that structure the ODR process. The fourth party is the result of a consensus among professionals as to how the dispute resolution process should be shaped and guided. In the words of Gaitenby (2006), it is the product of "individual and collective consciousness empowered by a multitude of social, cultural, and technical tools". Early research in this area focused on the quantity and quality of activity that takes place in ODR environments, and the participants' own evaluation of this experience (Hillis, 1999; Katsch & Rifkin, 2001). However, to gain deeper knowledge of interactions within ODR, researchers need to explore how people interact in and with online environments and how they construct meaning interpersonally within these constraints (Poblet & Casanovas, 2007).

This paper examines examples of the way language is used in two ODR platforms: Smartsettle and Virtual Mediation Lab. It uses the construct of interpersonality to examine the discursive relationships that are constructed between the four parties in the course of ODR, paying special attention to the way the "fourth party" plays a mediating role.

Building up a semiology of uniqueness in institutional websites

Marie-Ange Bugnot
Universidad de Málaga

Nations project a powerful and lasting image of themselves by means of their official websites and, as Bonhomme & Stalder (2006) and others have demonstrated, this is most prominent in tourism-related web pages. Conceptualized as a product, destination images follow argumentative lines very similar to those of other national constructs (Bugnot, 2014). However, each one is still drawn, and perceived, as being unique. This paper aims to analyze how such specific institutional representations have been put together by studying three different European websites. Firstly, focus is given on how website designers assemble and oppose a semiology of inclusiveness and otherness while keeping "the unspoken" out; secondly, the importance of enhancing the representation is then traced in the multifold use of comparative and superlative forms. Finally, Kerbrat-Orecchioni's "subjectivemas" expose, from a pragmatic point of view, how the ethos leads the discourse to become subjective: Kerbrat's study takes us to provide instances of the nature and functions of affective and evaluative signs recurrently found in tourism-related institutional discourse online.

BONHOMME, Marc & STALDER, Pia (2006). "Analyse sémiolinguistique des pages d'accueil des sites politiques suisses sur Internet". *Mots. Les langages du politique. La politique mise au net* 80, pp. 11-23.

Interactive metadiscourse in digital communication: A comparative study of identities in business English

María Luisa Carrió Pastor & Hanna Skorczynska
Universidad Politécnica de Valencia

This paper focuses on the identification of the different identities that can be observed in digital business discourse. We believe that the detection and classification of the use of interactive metadiscourse devices should be helpful for speakers of English as a second language to be conscious of their own way of communication. In this sense, the main objective of this chapter is to identify the interactive metadiscourse categories employed by speakers with different linguistic backgrounds when international digital communication is used in an English business environment. In this study, twenty e-mails written by several Indian business managers and twenty e-mails written by several Chinese business managers, who worked in an international company, were analysed with the intention of identifying the interactive metadiscourse devices used by English writers with different cultural and linguistic identities. We think that the comparison of the e-mails written by English speakers who belong to the inner circle (Kachru 1985), and by English speakers who belong to the outer circle may provide some guidelines that allow the identification of identities in digital business discourse. The analysis of the e-mails was carried out manually and the interactive metadiscourse devices were identified taking into account the classifications of Hyland (2005; 2007). It was also considered the specific characteristics of digital discourse and the categories were adapted to the way the writers communicated with their counterparts. The results were compared to identify the differences and similarities of the identity of non-native speakers of English. Finally, the implications and conclusions that were drawn from this study were twofold: one was related to the use of interactive metadiscourse by non-native English speakers and another was related to the identification of identities in digital business discourse.

Dialect features indexing hipster identity on social media: the case of the city of Malaga

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Universität Bern

Identity is a recurrent research interest in current sociolinguistics and it is also of primary interest in digital discourse studies. Identity construction is closely related to stance and style (Eckert 2008; Jaffe 2009), which are fundamental concepts for understanding the language use and its social meanings in the case of social media users from Malaga. As the specific social meanings of a set of dialect features constitute a style, this style and the social (and technological) context in which the variants are used determine the meanings that are actually associated with each variant. Hence, every variant has its own indexical field covering any number of potential meanings. The Spanish spoken in Malaga, as Andalusian Spanish in general, was in the past often times considered an incorrect, low prestige variety of Spanish which was strongly associated with the poor, rural, backward South of Spain. This southern Spanish variety is easily recognised because of its

innovative phonetic features that diverge from the national standard. In this study several of these phonetic dialect features are looked at, which users from Malaga purposefully employ (in a textualised form) on social media for identity construction. This identity construction is analysed through interactional and ethnological methods: A perception and an imitation task served as key data and were supplemented by answers to a series of open questions. Further data stems from visual, multimodal elements (e.g. images, photos, videos) posted by users from the city of Malaga. The program *TAMS Analyzer* was used for data codification and analysis. Results show that certain features that in spoken language are considered rural and old-fashioned, acquire new meaning on social media, namely of urbanity and fashion. Moreover, these features, if used online, are associated with hipsters. That is, the “cool” social media index the “coolness” of the dialect features in question and, thus, the mediatisation makes their indexical fields even more multi-layered and dynamic. Social media users from Malaga performatively employ these stylised dialect features to project a hipster identity and certain related stances.

Listenership in Digital Discourse

Hanwool Choe

Georgetown University

This study explores the ways in which listenership is presented in Instant Messages, by applying a framing analysis. I argue that written language in Instant Messages reshapes the ways in which listeners reframe and rekey responses. I analyze group Instant Messages among five Korean female friends including myself as a qualitative case-study of digital discourse analysis. In Instant Messages, participants are invisible and there is no sound. But the ways people write are similar to the ways they talk face-to-face. Building on Goffman (1974; 1981), Tannen & Wallat (1987), Tannen (2006), and Gordon (2008; 2009), this study shows two examples of listeners constructing talk by reframing in the first example and repurposing the traditional usage of parentheses when a listener re-aligns with her previous message in the second example. In the first example, as a listener reframes the conversation again and again, she shows the progression of her empathic understanding of a speaker’s complaints and consequently rekeys the conversation as playful. This example also includes how rekeying is operated in a non-phonological way. In the second example, the listener re-aligns herself toward her previous message by rekeying it, through a parenthesized message as representing voice quality to lower the volume of her message. By doing so, she express her emotional stance and also leads the other participants to align toward her message in a way that she wants. The second example also demonstrates an alternative way to overcome the absence of prosody and paralinguistic phenomena and thus reshape features of spoken language. This research thus makes contributions to emphasizing the role of listeners as co-constructors of talk and to recontextualizing written language use in framing phenomena in digital discourse.

**“But you are blue you now? “: The identification work by players
in videogame interactions**

Isabel Colón de Carvajal
ICAR, ENS de Lyon

Panel: Baldauf-Quilliatre, H.; Colón de Carvajal, I.; Develotte, C. & Ollagnier-Beldame, M. *Constructing identities in social networks: from offline multimodal practices to digital eternities.*

Videogame interactions show a rather complex participation framework: players interact with present or absent players in and out of the game, directly or by avatars. The avatar, as fictional character which a player embodies in the videogame, has a central position: it's only through him and his actions that the player can act in the game.

In this paper, we will focus particularly on specific avatar identification sequences, initiated by a question which is not followed by an answer. The question/answer sequence is analyzed as an "adjacency pair" whose the action achieved by the first statement "projects" an appropriate verbal or non-verbal re-action by the recipient. His verbal or non-verbal answer can be reviewed by the player(s) to determine if the expected re-action has been realized or avoided. In our data, questions are sometimes syntactically marked by a nominal form of address referring to a specific addressee, and as explained Kerbrat-Orecchioni (2010) "these forms always mean *it's to you that I speak in priority*". Therefore, unanswered question, sometimes explicitly addressed, is treated as potentially problematic by the player(s), and for the progression of the game activity.

The linguistic analysis revealed a particular form of turn-taking (Sacks, Schegloff & Jefferson, 1974) in videogame interactions (Colón de Carvajal, 2011), where the switch of turns of speech is highly dependent on the actions in the virtual world of the videogame. At the same time, the relation between a player and its avatar is rather complex: The avatar is strongly related to the player but not (or at least not always) identically with him.

Our study is based on a collection of excerpts from two French videogame interactions: 1) eight players playing on eight different screens, 2) four players playing on the same screen.

***V-logging: identity construction and intercultural exchanges
in a language self-learning context***

Christelle Combe-Celik
Université Aix-Marseille

As Crystal (2011) wrote in his last book, the Internet is the largest database of language the world has ever seen and a new field is emerging as a consequence: Internet linguistics. This field of digital discourse and screen-based multimodal analysis is recent, vast and promising to explore. After the emergence of Web 2.0, online communication spaces have diversified. Since the development of the webcam and its integration with various communication tools (such as laptops, tablets and mobile phones), Internet users can easily create personal videos, publish and share them. In this

paper, we study the little explored discursive phenomenon of the French speaker's videolog (or vlog from now) on YouTube. Our research consists of a corpus of study of two public YouTube channels of the same protagonist who is a young American learner of French. The corpus of reference consists of 38 videos (from 0:58 to 1:07 minutes published between 28th June 2011 and 23rd January 2015) extracted from the 'texfrancais' channel and 43 videos (from 1:00 to 8:01 minutes published between 16th December 2011 and 6th July 2013) extracted from the 'EveryJour' channel, as well as the written comments they attracted. In this article, we analyse this representative corpus of study by revisiting traditional semiodiscursive and interaction analysis tools. Thus, through a multimodal micro-analysis, we attempt to answer the following question: how is a vlogger's identity formed in an intercultural communication context?

Multimodality and Interpersonality: The comments cluster of online obituaries

Isabel Corona

Universidad de Zaragoza

Panel: Suau Jiménez, F. & Lorés Sanz, R. *Interpersonality in digital communication types: academic, professional and disciplinary variations.*

Comments consist of a slot found in online newspapers below an article's body text where readers may post their opinion. Comment boards were offered by online newspapers a decade ago to engage readers in the news process, thus creating a new context for expression and engagement (Yzer and Southwell 2008) within the general 'connecting' mantra. This interactional affordance provides two interconnected types of engagement from the user: one that comments on content –visual and verbal– and one that replies to another user's comment.

Journalistic obituaries are a multimodal media genre in which the social ritual of remembering, that is, of creating collective memory, is performed. They are a celebration of life with a purpose, established by the newspaper, either to praise or condemn, guiding or reinforcing the values of a community of readers that shares the same socio-political principles. This collective memory built through an institutionalized genre can now be challenged by individual 'visions' of that memory. By using the 'social tool' –a new 'cluster' (Baldry and Thibault 2006) provided by the online version of the genre–, readers have become co-participants in the obituary's generic social function of remembering.

The main aim of this study is to explore interpersonality through the deployment of evaluative language by the ELF (English as a Lingua Franca) users of the comments cluster in obituaries in order to assess the way computer-mediated discourse (Herring 2004) is affected by the multimodal and multimedial affordances of the genre, that is, its social semiotics, and thus transforms the social construction of collective memory.

The data for the analysis consists of 863 comments retrieved from 15 media sites in English, mostly daily newspapers, radio or TV news services websites from different parts of the world with an obituary of a Spanish aristocrat, the Duchess of Alba.

The main theoretical perspectives in which this study is grounded are Collective Memory, Multimodality, CMD analysis, Appraisal Theory, and ELF paradigm.

Travelblogs and evidentiality

Carmen Cortes Zaborras

Universidad de Málaga

Travelblogs are one of the most profitable discursive subgenres on Web 2.0. Multimodal texts of this cybergenre created by expert travellers have kept the functions, topics, and some of the discursive and linguistic characteristics of traditional travel texts. However, the undeniable specificity of this informal genre is based on various items. Firstly, it's hybrid, mixing professional and personal texts features. Secondly, it has an interactive nature based on readers' contributions and their implication in the main text. Thirdly, the authors' personal implication, the close experiences shared by the recipients, and the eWOM function of the blogs grant credibility. Fourthly, the significance authors attribute to visual and verbal evidentiality that emphasizes intersubjectivity and negotiation of common sense. By analyzing the posts by the professional group Travel Inspirers on Paris from 2008 to 2014, I show how travelblog authors use visual and verbal discourses to form individual and collective evidence in order to achieve the success of their blog. Group Mu's visual rhetoric guides the study of the plastic composition of these posts and both the iconic and plastic signs of their images. Discourse analysis methodology allows me to explore post-verbal structures and disclose how modalities and evidentialities function both in travelers' texts and in readers' comments.

Representing Spoken Political Discourse in the Digital Era: Can accurate and faithful semantic representations be obtained from Hansard transcriptions of Prime Minister's question time in the House of Commons?

Michael Cribb & Shivani Rochford

Coventry University

The UK House of Commons is a political arena that is notorious for rowdy exchanges and political point scoring. This is particularly noticeably during the weekly session of Prime Minister's Questions (PMQs) whereby members of the chambers are allowed to question the Prime Minister of the day who is expected to give direct and frank replies. Analysis of this session however suggests that it is anything but a question-and-answer session and that it often degenerates into a mud-slinging match between politicians and parties in an attempt to raise parity issues and set political agendas. Not only do members have the tradition of parliamentary privilege, which allows them to articulate any thought or idea however inflammatory without fear of legal redress, but much of the force of the exchanges comes through covert, and sometime overt, threats to positive and negative face. The Hansard transcripts are produced as the official written records of the PMQs session and the media often makes reference to these records in interpreting policy and generating news stories. However, research has shown (Mollin 2007) that these transcripts are not always faithful to the original utterances and the force of the exchanges is often understated. In particular, the transcripts

sometimes make significant lexical and grammatical changes to the original discourse and omit performance characteristics altogether (Mollin 2007: 187). This can limit the degree to which semantic representations can be faithfully made. It can also limit the degree to which accurate secondary reporting can be made and increases exponentially the potential for the misrepresentation of policy and ideas within the media.

In the run up to the 2015 UK general election, the accurate and faithful transcription of spoken political discourse in the media is a necessity if fairness and accountability are to be preserved in society. In this paper, we will discuss the implications of the Hansard transcriptions to the representation of discourse particularly in light of the availability of digital techniques to enhance representation. Two main questions will be asked: do the modifications to the original discourse and the lack of performance characteristics seriously affect the representation that is made by the reader and hence the media? Do politicians relying on Hansard transcripts to quote other members of parliament (MP) misrepresent the original utterances? If the answer to any of these two questions is 'yes' then this suggests we require an augmented system of representing parliamentary discourse in the digital era.

'It was a place where we were connected': Affordances in personal video-conferencing

Dorottya Cserzo
Cardiff University

This paper presents research in the field of Video Mediated Communication (VMC) within the context of multimodal interaction and digital discourse analysis. It focuses on personal use of video-conferencing (VC) as a method of keeping in touch with loved ones at a distance. The methodology combines micro-analyses of recorded VC sessions and follow-up interviews with the same participants as well as with additional participants. The different types of data are integrated by using the framework of mediated discourse analysis (MDA), which holds that the affordances of a medium do not determine the actions that can be taken through it, but merely create tension between what a person wants to do and what can be done (Norris & Jones, 2005).

MDA is especially well suited to analysing VMC because, despite efforts to make VMC resemble face-to-face interaction as much as possible, there is still a clear mismatch between the repertoire available in VMC and face-to-face interaction. Thus, I suggest that instead of focusing on how VMC 'fails' to recreate a face-to-face conversation, it is more productive to analyse the meaning-making practices users have developed which are exclusive to this medium. A prime example of such practices are 'arising topics', when participants discuss something prompted by the video feed. For example, in my recordings participants discuss the rooms they are in and the food they are eating, which would be clearly visible in a face-to-face conversation. These topics seem to create a common ground between distant interlocutors and highlight that the parties are doing something together while orienting to a better understanding of the situation. As indicated by the quote in the title (taken from one of the interviews), feeling connected is one of the key goals for these participants. The practices that help them achieve this are identified in the videos and interviews, leading to a better understanding of the affordances of this medium.

Deconstruction-analysis-explanation: An immersive analysis of contextualisation in digital discourse

Erika Darics
Aston University

The concept of *digital literacy* and the critical awareness of the wide range of digital communicative strategies have been discussed extensively in academic scholarship in the last decade. One of the reasons behind this interest has been the problematic nature of developing communication skills necessary for the digitally mediated communicative media, both for students and for communication or business professionals.

In this presentation I set out to demonstrate how an immersive, discourse analytic approach to naturally occurring digital communication data can provide an invaluable insight into how exactly communication happens in an online environment. In the presentation I propose an analytical method that could be used both in digital communication research as well as communication training.

The proposed method (deanex) is based on the detailed, immersive examination of naturally occurring interactional or language data, and combines techniques from conversation analysis and interactional sociolinguistics. It promises to develop an understanding of how one's choices of linguistic features and discursive strategies shape meaning as well as interpersonal relations, or contribute to impression formation, and consequently affect productivity and effectiveness. The deanex method consists of three stages, and is based on the *deconstruction-analysis-explanation* of real language examples. During the presentation, I demonstrate how the method can be used to explore the meaning of non-verbal signals in digital interactions: I will specifically address ellipsis marks and written backchannels signals, and go on to demonstrate how the method can be used in more complex datasets, such as corporate messages or emails. Finally, the presentation offers advice about how this method could be used by communication professionals and trainers for non-academic audiences.

“I’m the first video Voicethread – it’s pretty sweet, I’m pumped”: Gender and Self-Expression on a Massively Multimodal Website

Bradford Demarest & Susan C. Herring
Indiana University

Panel: Baldauf-Quilliatre, H.; Colón de Carvajal, I.; Develotte, C. & Ollagnier-Beldame, M. *Constructing identities in social networks: from offline multimodal practices to digital eternities.* Do men and women present themselves differently via different communicative modalities online? The platform that is the focus of this study, Voicethread.com, supports what we term massive multimodal communication; users can comment asynchronously in three modes – text, audio, and/or video – in addition to posting and drawing on mixed media slideshows, raising questions

about why and how users choose to express themselves in CMC in a given mode, and how digital modes of communication function as vehicles for identity performance.

In this study we analyze how style and amount of participation vary according to commenting mode and gender in three public Voicethreads, employing a computer-mediated discourse analysis approach, which adapts linguistic methods to analyze online communication (Herring, 2004). Specifically, to investigate if richer modes are associated with greater sociability, we analyzed the comments for the frequency of words that indicate a degree of social awareness and an orientation on the part of the commenter to the addressees (Hyland, 2005). To assess the effect of comment mode on attitude and message tone, categories associated with affect, judgment, and appreciation (Martin and White, 2005) were coded for frequency and valence: positive, negative, or neutral. Participation metrics were also calculated. Analyses were conducted on a corpus consisting of 363 comments and 22,069 words.

The participation findings reveal that males contributed more comments and more words overall than females, consistent with previous findings for text-only CMC. Video comments, while few, were made overwhelmingly by males, although males and females made audio comments almost equally often. The word frequency results show that participants expressed more positive attitude in video and audio comments; they were also more self-conscious and ego-focused, especially in video. In contrast, the text comments expressed more neutral and negative attitudes, but they were also more socially interactive. Interestingly, overall female communication patterns resemble those for audio and video, while male communication patterns like text. We propose explanations for these findings, and conclude by discussing the implications of mode differences for identity performances in interactive multimodal online environments. As these environments become more commonplace, mode-related phenomena will become ever more important topics of study.

Persuasion at work: Digital media for self-promotion

Mercedes Díez Prados – *Universidad Alcalá de Henares*

Ana Belén Cabreja-Peñuelas – *Universitat de València*

Panel: Díez Prados, M. & García Gómez, A. *Rational and Emotional Persuasion in the digital world.* Persuasion, whether in politics, advertising or in other literary and non-literary fields, seeks to modify, reinforce or transform the audience's views or standpoints by using techniques of persuasion, which make the most of some innate emotive reactions that belong to human psychology. Such reactions come about after appeals to dissonance, reciprocity, self-image, unanimity, predictability, cognitive economy and authority, all of which taking into account the appropriate social environment (Santiago Guervós 2008, 2012). In the digital era, many new sites with a social networking component have prospered, including Facebook, Twitter, MySpace and LinkedIn, which target personal socializing or professional networking uses. Within the work field, the LinkedIn site has both advantages and drawbacks (Skeels and Grudin 2009, Archambault and Grudin 2012) and, yet, it is used for self-promotion by arising emotive reactions that incline humans to persuasion. Indeed, numerous tools in LinkedIn are intended to promote a positive self-image, such as uploading a photograph in one's profile, getting recommendations from key contacts and writing out an extract about one's intentions and good professional qualities. There are also groups of people classified per interests and an email application, where job-seekers need to find opportunities to be seen as leaders and authorities in their work field. Also, they need to establish relations and bonds with other LinkedIn users, who look up to them for being a singular case. In all

such cases, they are appealing to the audience's emotions and, thus, they have the power to persuade. The present study aims at finding out answers to the following questions:

- a. Which tools do professional networks, such as LinkedIn, offer for self-promotion?
- b. How is persuasion achieved in LinkedIn?

In order to answer these questions we will examine several social networking sites like Cofounder, "a community for entrepreneurs, programmers, designers, investors, and other individuals involved with starting new ventures" (Gregory, 2012); Ecademy, "a business network for creating contacts and sharing knowledge" (ibid.); Fast Pitch, "a business network where professionals can market their business and make connections" (ibid.); JASEzone, "a professional community where you can find potential clients and business partners" (ibid.); and some others.

Interrogating Goffmania in Social Media Research

Hannah Ditchfield
University of Leicester

Since the publication of Erving Goffman's work on the '*presentation of self*' (1959) his ideas and concepts have been used numerous times and have been particularly influential in studies of social media and online interaction. This fascination with his work has led some to suggest that we are currently living in a period of '*Goffmania*' (Ytreberg, 2013). Despite the scholarly '*mania*' surrounding Goffman there has, to date, been limited critical reflection upon how *exactly* Goffman's concepts such as 'impression management' and the '*presentation of self*' have been used, applied and interpreted. Scholarly work focusing on social media that draws on Goffmanian concepts emanates from a wide variety of disciplines, with results being published in a broad range of journals and conference proceedings making it difficult to keep track of various findings. This presentation wishes to make an intervention into the field of literature that draws on Goffmanian concepts to research identity management on social media, with a particular focus on how Goffmanian concepts have been used in discursive research in this area. The aim of the presentation is to mark out the terrain of literature relating to Goffman and social media as well as to look at the different ways that Goffman's ideas have been recontextualised in this field. This presentation identifies 5 key categories for thinking about this research: data type, topic/context, methods of data collection and analysis and interpretation of Goffman's concepts. In doing so, it aims to provide a foundation from which to assess the way that Goffmanian concepts have been recruited in the field of discursive research on social media to date, and to signal potential lines of future enquiry.

Performing Identities in Social Media: A Proposal for Studying Identity Construction in Language Learning Online

Melinda Dooly
Universitat Autònoma de Barcelona

Panel: Baldauf-Quilliatre, H.; Colón de Carvajal, I.; Develotte, C. & Ollagnier-Beldame, M. *Constructing identities in social networks: from offline multimodal practices to digital eternities.*

Recently, there has been considerable attention about the role of technology in today's globalized world, including its growing impact on the field of education, in particular in language learning and acquisition of intercultural competences. Both exaggeratedly optimistic perspectives and extremely negative voices ring loudly in public discourse.

This paper first looks briefly at popular discourse concerning the assumed social impact of modern technological advances in communication, especially upon children and youth. This is followed by a closer look at the role of identity in language learning and how it has been dealt with in SLA research as well as in studies of identity and social media. Finally, to illustrate how identity construction can be analysed through a 'performative' perspective, a case study of one university student's identity construction is described and analyzed, as she moves back and forth through institutional (formal) and personal (informal) social media. Problems and issues that emerged during the data collection (e.g. access to 'semi-private' learner's online production through links to online class production) will be outlined in hopes of opening the floor to further debate on multidisciplinary exploration of multimodal practices.

Departing from boyd and Ellison's (2007) framework of identity construct in social media, complemented by Goffman's notion of performed 'dramaturgical identity' (1959) to encompass the concept of reflexivity in online identity production, this paper presents a case study of a student-teacher engaged in different modalities of online communication –some instigated by course requirements, others on a more personal level. Adopting a discursive approach that provides insight into the construction of the student-teachers' 'identity-in-action', it is argued that teachers wishing to integrate social media into their courses need to better understand their students' dynamic, reflexive, multi-layered identities (both on and offline) of their students in order to help them improve their own ability to 'perform' appropriate identities (again, on and offline) in the target language.

Participatory Spaces as a framework for analysing YouTube comments on the Marriage Amendment Bill

Victoria Faris
Massey University

YouTube's prominence in many of our lives and its popularity as an online space for social interaction can be seen in the more than 1 billion unique users and over 6 billion hours of video watched each month on the platform (YouTube, n.d.). However, with the site still being less than a decade old, research into social interaction on YouTube is still in its infancy.

Existing theoretical frameworks used alongside Computer Mediated Discourse Analysis (CMDA), such as Jenkins' (2006) *Participatory Culture* and Gee's (2005) *Affinity Spaces* have proven useful in guiding our understanding of online spaces, such as online gaming and educational spaces. In these spaces, highly engaged participants may create new content, mentor each other, interact regularly in the one space and form groupings which are similar to our traditional concept of "community". However, I argue that these frameworks need to be further developed and updated for understanding the practices that are specific to YouTubers.

My research proposes an adapted theoretical framework: *Participatory Spaces*, which enables analysis of the culture and practices within the affordances and constraints of the space. The adapted framework accounts for the transient nature of participants, the low engagement users and the multimodal environment participants interact in. I then demonstrate the viability of using this framework for CMDA, using data from YouTube comments found below videos of the passing of the Marriage Amendment Bill for same-sex marriage in New Zealand. I show that despite the group not constituting a “community”, as such, norms and practices are nevertheless shared amongst participants.

Social cognition, aggression and persuasion in social media

Antonio García Gómez
Universidad de Alcalá

Panel: Díez Prados, M. & García Gómez, A. *Rational and Emotional Persuasion in the digital world*. Placing the discursive psychological analysis of sexuality at its centre, this article considers a number of overlapping fields of linguistics: women’s language, construction of gender identities, language, and sexuality. Discourse analysis of evaluative language in episodes of young women’s relational aggression was performed on a selection of comments made by young women aged between 14 to 17 and posted on their own and other friends’ walls in Facebook. Inspection of the data shows how these teenagers’ discourse combine a form of aggressively displaying the self who depicts an intelligent, independent, and strong woman, but as the hypersexualised object of masculinized gaze of desire. While on the surface the strategies which appear to be operating in these British teenagers’ comments aim at claiming these girls’ independence, strength and ability to act upon other girls, a closer analysis reveals that more subversive and challenging interpretations can be applied. The analysis gives evidence that post-feminist discourse is shifting to hypersexualised embodiment and self-regulation for girls. In this light, these apparently empowering strategies far from showing women’s sexual agency and subjecthood reveals a heterosexualised competition against other (female) competitors for the sought after desires of the male.

Multimodal articulations of identity in social media: Empirical evidence from Facebook

Mariza Georgalou

Orchestrating meaning through a multimodal ensemble of modes is a crucial way of self-presentation in social media. However, research to date has not dealt with the topic in depth (cf. Page 2012; Herring 2013). With a focus on the platform of Facebook, the present paper seeks to explore the role and functionality of multimodality in identity construction. Multimodality is here understood as the co-existence of resources from more than one semiotic mode in digital content itself (e.g. written language, audio, images, videos) (Androutsopoulos 2013).

Drawing on discourse-centred online ethnography (Androutsopoulos 2008), a research paradigm which combines online ethnography with discourse analysis, I present and discuss a set of data from five Greek users, which comprises: 1) Facebook posts with photographs (either shot by users themselves or found elsewhere in the internet), 2) Facebook posts with music video links, 3) comments that may have accompanied these posts, and 4) interview extracts in which the users elaborate on their multimodal practices.

The analysis shows that Facebook participants do versatile things with visual and music posts such as validating their experiences, invoking regional identities, paying respect to other cultures, exercising citizen journalism, making 'safe' and witty statements, reconstructing memories, evaluating situations, and relaying covert messages. Altogether, multimodal means enable them to articulate facets of their identity more forcefully, convincingly, creatively and indirectly. Crucially, the spectacle as such, be that visual or aural, can trigger and spur rich interactions and collaborative identity constructions in ways that the initial poster could not have foreseen or expected.

Viral stories and stance taking: staging vernacular spectacles of political engagement in digital public spaces

Korina Giaxoglou
Kingston University London

The study of narrative in computer-mediated communication has revitalised scholarly interest in the exploration of the nature and dynamics of narrativity. Studies of digital narrativity in computer-mediated genres and contexts abound, including studies of email communication (Georgakopoulou, 2004), personal blogs (Page 2011), web-blogs (Eisenlauer and Hoffman, 2010) and social networking sites (Facebook updates; Page, 2012) or affinity spaces (Facebook memorial sites; Giaxoglou 2015). Such studies have foregrounded the fragmentary, momentary, and dynamic nature of digital story-like fragments and have pointed to their interpersonal function as acts of sharing. Recently scholarly attention has turned to the analysis of stories as transportable and circulatable events on social media in relation to narrative stance taking (Georgakopoulou, 2013). This line of research has opened up space for the exploration of the entextualising dynamics and meaning implications of storying that becomes popular through viral sharing across media.

The present paper analyses story fragments from the early stages of the Greek debt crisis talks (January- February 2015) that were remediated across social media by users and journalists. The analysis employs the analytic framework of digital sharing (Androutsopoulos, 2014) and examines (i) how users select, style and negotiate moments for public circulation, (ii) how these moments get viral (re)creating multiple meanings and narrative stances and finally, (iii) how transmedial narrativity contributes to the staging of vernacular spectacles of and for political engagement in digital public spaces.

Conversation Analysis and online communication: A literature review and thematic overview

Will Gibson

University College London

This paper reports on a review of literature that uses Conversation Analysis (CA) in studies of online or technologically mediated communication, and provides an analysis of the directions within the field. The review looks at how traditional CA concepts such as adjacency pairs, expansion sequences, recipient design, preference organisation, repair, and topic organisation have been used in studies of mediated communication, and evaluates the value and limitations of these concepts for making visible relevant features of communication within online contexts. It goes on to describe and critique some of the distinctive concepts and issues found within this research area, such as disrupted adjacency, delay and interruption, and multimodal exchange, showing how these concepts emerge out of the application of CA to new forms of communication. Through this review the presentation will seek to show the strength and limitations of CA, to demonstrate the areas where CA can have, and has had an important role, and to show how CA can and does contribute to the 'small data' agenda (Giles, Stommel, Paulus, Lester, & Reed, 2014) in online discourse studies. Drawing on the author's own published work as well as studies covered in this review, the presentation will pay particular attention to the methodological challenges of undertaking CA in more complex multimodal environments, showing the difficulties but also the opportunities for capturing and representing the sequential orders of interlacing modes of communication. The presentation will conclude by demonstrating the importance of this form of micro study for showing the ways that sense and meaning are built as 'distributed contextual orders of meaning'.

Identity and register in online interaction

Rosa Giménez Moreno & Juan José Martínez Sierra

Universitat de València

In Applied Linguistics register variation (RV) has been approached from very different perspectives (e.g. Halliday, 1980; Biber and Conrad, 2009), being interpreted through diverse linguistic concepts and variation parameters. Over the last ten years, a comprehensive and dynamic approach to RV has been developed based on distinctive criteria that may enable practical studies and effective applications of this type of variation ([authors], 2006 and 2013). From this approach, RV is observed as a dynamic continuum from private interaction to public communication, covering a wide range of everyday situations and contexts. The results of the studies carried out suggest that there are at least two parameters that are clearly distinctive within RV: the setting or situational context of communication and the identities/roles of the participants. Both parameters, though self-regulating, show clear interconnections. The aim of the present paper is to study how roles and identities are expressed and fluctuate within online forums. Applying the tools of digital discourse analysis (DDA), the study will provide clues to identify and interpret the identities and the subsequent registers present in this type of common electronic interaction. The results will

reinforce the fact that RV depends on an “internal communicative sensor” or “RV compass” that all speakers develop throughout their lives (i.e. socialisation process) and that, depending on their communicative identity at a given time (i.e. father, neighbour, colleague, etc.) and where they are (i.e. at home, in the street, etc.), indicates which linguistic options are most appropriate and effective for communicating with others. The outcome will also demonstrate how this RV compass works in current digital communication.

Mitigation strategies in the social network site Facebook

Virginia González García

Universitat de València, IULMA, Grupo Val.Es.Co

Panel: González García, V. & Pano Alamán, A. *Mitigation strategies in Spanish digital discourses.*

This paper aims to contribute to the pragmalinguistic characterisation of a specific genre –events and responses to events in the social network *Facebook*–, through a corpus-based study centred on the notions of *mitigation* (Albelda et al. 2014, Albelda 2010, Briz 2007, Caffi 2007) and *preference* (Schegloff y Sacks 1973, Schegloff 2007, Pomerantz 1984).

Given the discursive complexity of the network, the scope of the study was narrowed to include only *Facebook* events, i.e. linguistic exchanges in which users create and manage invitations to real-world or virtual events of various types.

Considering “*Facebook* event” as a specific genre with discursive autonomy within the broader social network, we collected a corpus of dispreferred responses from the adjacency pair *invitation-answer*.

The data obtained were analysed according to the parameters established in Albelda et alii. (2014) for the characterisation of mitigation devices, within the framework of the project Es.Var.Atenuación (<http://esvaratenuacion.es>). Quantitative analysis was then conducted in order to establish (i) what mitigation strategies are predominant in this type of speech act and (ii) how those strategies relate to certain situational variables such as sex and age of interlocutors or tenor of the linguistic exchange.

Recontextualization strategies and mechanisms in digital discourse and in public image management on the Internet

Julio Hardisson-Guimerà

Universitat de Barcelona

The study of discursive genres has a long tradition of emphasizing the intertextuality and interdiscursiveness inherent in all communicative acts. From Bakhtin (1979) to Linell (1998), language has been understood as a dialogue – more or less explicit or concealed – between genres, utterances and texts, both one’s own and those of others. Communicative situations don’t occur in isolation, they are connected through artefacts (i.e., printed and digital texts) and people, which permit transfers between different situations. The appropriation, reaccentuation and

recontextualization of parts of texts and discourses is a dynamic process that implies transferences and transformations that happen both within the recontextualized elements and on intercontextual levels.

In computer-mediated communication situations, and particularly in social networks, recontextualization is a reoccurring practice. Several reasons, to be developed later, should be taken into account: **(i)** the instrumental ability provided by digital devices to *cut and paste* content into another context; **(ii)** many digital texts differ from printed ones in that they are essentially open, interpolated, interconnected, reprocessible and oftentimes lack a recognizable author or have multiple ones (Simone, 2001); **(iii)** the conversational nature of many digital texts (Yus, 2011) brings with it dialogical mechanisms based on the recontextualization of fragments of statements made by different interlocutors; **(iv)** the reuse of outside texts, images and other multimodal elements permits users to build, maintain and protect their social image (Brown & Levinson) on the Internet. This polyphonic procedure provides a certain amount of ambiguity and disengagement to one's texts in environments in which it is difficult to segregate addressees.

As a starting point we have analyzed a corpus based on Facebook posts – which includes written texts, images, memes, comments, videoclips and links. Later on, we shall be able to state that – within a context as marked as Facebook, both functionally and ideologically – quoting (Herring, 2007), adaptation (Crystal, 2011), selecting, sampling, modifying, the mashup and recontextualization constitute key practices and mechanisms in the production of digital discourse and in users' management of their public image on the Internet.

Jejejeje as a mitigation strategy in social media discourse?

Uta Helfrich

Georg-August-Universität Göttingen

Panel: González García, V. & Pano Alamán, A. *Mitigation strategies in Spanish digital discourses.*

What can be regarded as mitigation in a given context of communication varies according to mutual expectations, norms, and roles provided by the specific pragmatic, sociolinguistic, and mediatic context. As a strategic behaviour in a goal-oriented activity, mitigation can arise out of motivations other than politeness (Caffi 2007). Especially in the social media, where due to physical absence, social distance is reduced, impoliteness rather than politeness seems to be the rule rather than the exception. Indeed, the extent of provocative, scoffing or even offensive comments that are allowed to pass without sanctions is quite astonishing. As recent studies have shown, this is part of face-work or relational work (e.g. Hernández Flores 2013, Helfrich 2013, Chierichetti 2014, Kaul de Marlangeon y Cordisco 2014, amongst others), thus creating affiliation through (entertaining) impoliteness (Culpeper 2011). In social media communities of practice, intensification rather than mitigation seems to be the appropriate strategy to achieve this goal.

In this paper we will argue for a re-examination of this hypothesis. Based on the methodology provided by Albelda et al. (2014), our analysis focuses on comments posted on Facebook and Twitter. It will be discussed whether in social media contexts like these, prominent markers such as scornful laughter (*jejejeje, jajajaja*, etc.), which frequently accompany these comments, may fulfil a function of mitigation.

Bilingual encounters in a digital mode: Constructing common linguistic codes in German-English WhatsApp

Nuria Hernández
Universität Duisburg-Essen

This paper presents two examples for the formation of a common linguistic code in German-English WhatsApp groups. The two groups – siblings on the one hand, fellow students on the other – use the free instant messaging service to keep in touch on a regular basis. The resulting exchanges constitute an intriguing database for linguistic strategies of identity construction, both on the group and personal level. By looking at how the messages are used to manage the relationships between the users and to develop a group-specific code, this study joins other research which explores identity dynamics in multilingual user groups in genres that fall somewhere between the written (edited) and spoken (unedited) code (e.g., Androutsopoulos 2007; Deumert and Masinyana 2008; Hinrichs 2006; Lexander 2012; Paolillo 2001, 2011; Rowe 2011; Siebenhaar 2006). Most of these studies examine larger speech communities from a sociolinguistic perspective, in terms of communities of practice (cf. Eckert 2000), frequently with regard to languages that were previously restricted to oral communication and are now starting to be codified in writing via digital modes. The current paper adopts a different perspective, focusing more strongly on the linguistic code as a space for identity projection and the connotations that code-switching or code-dependent lexical choices may receive through frequent use. Different linguistic and extra-linguistic dimensions of the developing codes will be discussed, including the technical and social properties of WhatsApp (cf. Herring 2007), as potential shaping factors for language use and intentional identity construction; the different ways in which the users in this corpus develop a linguistic variety of their own, by switching and mixing of the two languages shared; and the different possible connotations of using English, as a matrix or switch language, in these social encounters.

Blogs and the Construction of a New Political Candidate's Identity. The Spanish Politician Pablo Iglesias' Blog

Nieves Hernández Flores
København Universitet

In the age of digital media, politicians have attained more direct, quick and attractive tools for contacting people. One of these tools are blogs in digital newspapers, a textual instrument for explaining ideas and making proposals, for giving opinions about topical issues, for defending from critics and, eventually, for constructing a concrete image of the politician. The construction of such an image is particularly relevant in the case of a new candidate who represents a new political party and is still creating his/her own political identity. In the Spanish political arena a good example of such a case is Pablo Iglesias, the leader of a new party that in the short period of one year has become one of the most important political parties in Spain.

The purpose of this paper is to investigate the discursive construction of the politician's identity in the blog. The blog will be considered as a tool for both *personal* and *public affairs* (Miller & Shepherd 2009) and from this social perspective the discursive construction will be related to issues of face and identity (Goffman, 1967; Bravo, 2008; Garcés-Conejos Blitvich, 2013, Hernández-Flores, 2013, among others). The data consist of Pablo Iglesias' blog in the digital newspaper *Público* during 2013 (<http://blogs.publico.es/pablo-iglesias/>), that is, the period immediately prior to the formation of his party, since this is the moment when the grounds of his ideology are established and when his identity as a politician begins to be constituted.

Approaching interpersonalit in digital dissemination genres: The medical electronic popularization

Isabel Herrando
Universidad de Zaragoza

Panel: Suau Jiménez, F. & Lorés Sanz, R. *Interpersonalit in digital communication types: academic, professional and disciplinary variations.*

Increasingly, we turn to the Internet to check medical information. Prestigious newspapers, hospitals and health care institutions currently design reliable adaptations of the latest medical research articles (Med-RAs)—published and addressed to members of the same professional/academic discourse community—in the form of on-line versions (Jones 2013). These electronic popularizations (Med-E-Pops) conform a newly created or emergent digital genre (Herring 2013). Med-E-Pops are mainly addressed to lay people in order to facilitate the understanding of medical information on the Internet (Herrando-Rodrigo 2014).

This study intends to show that Med-E-Pops gain credibility when reporting Med-RAs information, by engaging their readers through a writers' devoicing mechanism. Hence, within the framework of computer-mediated discourse analysis (Herrings 2004), 40 Med-RAs and their corresponding Med-E-Pops are contrasted to observe how different lexico-grammatical resources (self-mentions in the case of Med-RAs and animate and inanimate subjects in the case of Med-E-Pops) are used to give shape to the researchers' voice.

Results firstly suggest that the latter lexico-grammatical choices allow Med-E-Pops readers to rely on what is being reported since it seems to be deprived of human intervention or mediation (Med-E-Pop writer). Furthermore, the qualitative interpretation of data reveals that the formulation of interpersonalit in Med-E-Pops is above all, accommodated to this digital mode.

Saving the sea, socially: A content and behavior analysis of nonprofit content strategy on Facebook

Sarah Beth Hopton
South Florida University

Panel: Pantelides, K.; Robles, J. & Hopton, S.B. *Constructions of Ethos in Asynchronous Digital Communities.*

The advent of free, interactive social networking platforms like Twitter, Facebook, and Instagram, and the use of “new power” laws that drive engagement, afford the communication designer tools and means by which to engage, persuade, and motivate key stakeholders. But, as Craig Lefebvre points out in *Social Marketing and Social Change* (2011) there is often a disconnect between social media’s intrinsic capacity to facilitate collaboration and community, and the nonprofit manager’s ability to use social media to such ends. Though nonprofit organizations are increasingly adopting social media platforms like Twitter and Facebook, they continue to struggle to effectively balance the dialogic content strategies that are key to mobilization (Kent, Taylor, & White, 2003; Saxton, Guo, & Brown, 2007; Bortree et al 2012). Further, unlike traditional businesses, there are few tools or applications specific to nonprofit social media management that measure the effectiveness of content strategies employed.

This case study applies Lovejoy & Saxton’s (2014) coding typology for nonprofit social communications, to a corpus of Facebook posts the Roatan Marine Park posted between 2009-2015. The Park, a global, environmental nonprofit based on the island of Roatan, Honduras, was selected for this case study because it was an early-adopter of social media, recently hired a marketing and fundraising coordinator responsible for crafting a social strategy, and was representative of the “typical” international NGO in that it uses social media to compensate for deficiencies across the rest of the marketing mix (traditional advertising and branding, in example) because of its low barriers to entry.

Our primary aim in this case study is to use digital tools and methods to collect and analyze the Park’s social content across time, looking for patterns of significance that either support, develop, or counter anecdotal wisdom about how specific rhetorical practices promote or discourage behaviors or engagement among stakeholders. Using Facebook’s Graph API, Python, and Excel to pull, categorize and quantify both the content of posts and social behaviors that signify engagement (likes and shares, in example), we aim to highlight key metrics integral to digital activism and to develop a new calculus nonprofit media managers might use as they attempt to influence and mobilize global audiences networked within social webs.

Hashtags as slogans, watchwords and “mots-arguments”: The controversy around gender theory in France (2011-2014)

Anne-Charlotte Husson
Université Paris

This paper will investigate, from a discourse analysis standpoint, the use of hashtags on Twitter as part of a social and political controversy in France. Hashtags can be defined as a technodiscursive practice (Paveau 2013b) with a social function, allowing “ambient affiliation” (Zappavigna 2012) as well as “technoconversationality” (Paveau 2013a) on the social media network. Indeed, hashtags cannot be reduced to their indexation function, since they cover a wider range of practices and goals; I choose to focus here on affiliation and its links with ideology and collective mobilisation. The corpus used is drawn from my PhD research into polemics around words linked to gender and gender theory between 2011 and 2014 in France. The corpus includes, but is not limited to, social and political debates around the “mariage pour tous” equal marriage bill. I identify in particular four hashtags that act as incentives for mobilisation and action, for different types of actors and with different objectives: *#genre*, *#gender*, *#théoriedugenre* and *#djendeur*. The corpus also includes other hashtags that are contextually linked to the controversy around gender and/or the four hashtags already mentioned, such as *#novlangue* (“newspeak”) and *#ONLR* (“On ne lâche rien”, a slogan used by those opposed to the bill). I will show that hashtags can be understood, not only as slogans or political watchwords, but also as what I call “mots-arguments”. These “mots-arguments” can be defined broadly as condensed forms of an already-developed argument that take on an argumentative role in themselves by appealing to “prediscourses” (Paveau 2006).

Revisiting Grice’s maxims in the digital discourse and their role in the identity construction

Samira Ibnelkaïd & Isabel Colón de Carvajal
ICAR, ENS de Lyon

Panel: Baldauf-Quilliatre, H.; Colón de Carvajal, I.; Develotte, C. & Ollagnier-Beldame, M.

Constructing identities in social networks: from offline multimodal practices to digital eternities.

It is now common for scholars from different fields that identity should be understood as a dynamic coconstruction between individuals especially during verbal interactions (Goffman, 1956; Goodwin, 2004; Leeds-Hurwitz, 2009). Widdicombe (1998) even declared that identity is “something that people do which is embedded in some other social activity, and not something they “are””. Not only is it a verbal construction it involves kinesics as well (gesture/gaze/posture/facial expressions): Identity forms a multimodal accomplishment (Greco & Mondada, 2014). Furthermore today’s digital technologies offer new ways of communicating and expressing oneself such as forum, chat and video-call.

However digital technologies also constrain communication: If the physical presence of an individual’s body immediately confirms his existence in face-to-face communication, on screen, the

individual must actively construct a presence (Georges, 2008). Moreover participants interacting online have less opportunity to monitor each other's utterances-in-progress (Garcia & Jacobs, 1999). Yet all speakers design their utterances according to norms of talk and expect others to do so: they respect the cooperative principle (Grice, 1975). Therefore the expression of identity online is not heedless, on the contrary it answers to implicite rules. Our analysis of digital presentations of selves led us to identify Gricean maxims (quantity/quality/relation/manner) underlying the construction of a "relevant" identity. Individuals tend to design their identities "such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange" (Grice, 1975: 45). And any violation of these maxims (flouting/lying/opting out) is not random, it causes an identity implicature. The enactment of identities in digital discourse responds to a co-identification principle.

The empirical data of this study consists in interactions between French and American students meeting each other for the first time via forum then chat and finally video-call. The originality of our approach is to propose a multimodal discourse analysis of the adjustment in their digital co-identification according to the format of communication.

Facebook communication in Iceland

Vanessa Isenmann
University of Iceland

This paper will focus on language use within Icelandic Facebook communication and will give insight into the digital discourse in a small language community.

As a cultural heritage, language has been cultivated in Iceland through history and proper and improper language use is constantly discussed. It has been claimed that language use in the digital discourse differs from "good Icelandic". In a pilot study Icelanders' views of proper Icelandic, both generally and regarding the digital discourse, were determined. The results indicate that the linguistic style of communication on the Internet is perceived to be different from language use outside the digital discourse. Specifically Facebook communication is said to be informal. The question arises whether Facebook communication can be considered a new register of Icelandic. Based on a corpus of Facebook timelines, this paper will assess how communication in Facebook deviates from what is said to be "good Icelandic". Examples of Icelandic Facebook communication will be presented and analyzed according to their style and tone. Moreover, distinct lexical phenomena will be examined regarding morphological peculiarities and their pragmatic role. Special focus will be put on elements which are often associated with informal spoken communication (such as anglicisms and interjections) as they appear to be used frequently in Icelandic Facebook communication.

Latest news and exclusive stories. Multimodal texts in digital news sites

Marjut Johansson
University of Turku

In contemporary societies, the ways in which news information is produced, published, and consumed have gone through a series of major transformations. Media convergence affects how news is produced (Jenkins 2006), newspapers have gone online, and users surf from one site to another in their search for information. In online newspapers and news sites, traditional news genres persist, but they also include digital genres that originate from social media, such as blogs, and discussion forums that allow subjective commenting. One interesting question that is linked to these changes is how the discursive practices of social media affect the institutional and professional news genres.

My main aim in this paper is to discuss how digital news adopts novel ways of creating multimodal news texts. For data, I use news from American, French, and Finnish news sites. My theoretical approach is based on sociopragmatics and digital discourse analysis (Thurlow & Mroczek 2011). Combining written text that report a habitual news event with video clips is one of the main ways to change news presentation. Another means is to use mashup videos; these are typical of the YouTube culture. However, even though the reader/viewers might appreciate this type of Web 2.0 infotainment, news presentation results in multimodal texts in which the voices of those who tell the story become mixed. The user has to know how to read the information behind the complex narration.

Digital methods for mediated discourse analysis

Malene Kjær & Malene Charlotte Larsen

Aalborg Universitet

In this paper we discuss methodological strategies for collecting multimodal data using digital resources. The aim is to show how digital resources can provide ethnographic insights into mediated actions (Scollon, 2002) that can otherwise be difficult to observe or engage in, due to, for instance, restrictions or privately mediated settings. Having used mediated discourse analysis (Scollon 2002, Scollon & Scollon, 2004) as a framework in two different research projects, we show how the framework, in correlation with digital resources for data gathering, provides new understandings of 1) the daily practice of health care professionals (Author 1, 2014) and 2) young people's identity construction on social media platforms (Author 2, 2010, 2015, in press).

The paper's contribution is a methodological discussion on digital data collection using methods such as online interviewing (via e-mail or chat) and online questionnaire data in order to capture mediated actions and discourses in practice.

Structures through discursive practices: How users of online forums cope with technological features

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Online forums where users with the same interests or experiences communicate with each other already exist since approximately 25 years (cf. Stommel 2014, S. 198). Nevertheless, there is a lack of findings about the structural characteristics of online forums and especially, the applied discursive practices of the users. This contribution should throw a glance at the thesis that not only the technology determines the structure of the communication in online forums but also the discursive practices of the forum members (cf. Androutsopoulos 2007, p. 88).

Data for this contribution were taken from German medical online forums where medical laypersons interact and not experts are giving advice. It shall be illustrated how users of these forums evolve mechanics of interaction to cope with the asynchronous mode of the communication predetermined by technology. One finding is that in spite of the asynchronous mode there are structures related to dialogic forms – for example sequence pairs like question and answer. But specifically for communication in online forums the answer does not necessarily follow immediately the question in regard of time and structure. Despite this fact, forum users do not have to contextualize the object of conversation anew while responding. This is possible because of the automatic storage and retracing of the foregoing conversation and shows how interwoven technical features and discursive practices of the forum members are. Consequently, not only the technology determines the way of communication within online forums.

The field of health was being selected because health can be seen as an individual and as well as a social fundamental value. While the interaction between experts and laypersons was so far standing in the focus, the analysis of medical online forums now offers the chance to analyze the interaction between medical laypersons.

An Investigation of Emoticon Use on Twitter

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Emoticons are widely spread on the whole Internet. Although emoticons are said to express primarily emotions, they may have other additional functions as well, e.g. highlight the most important word in the text, detect irony, or substitute punctuation. (e.g. Dresner – Herring, 2010) This paper analyses the use of emoticons in tweets posted during a non-linguistic conference. Our analysis is based on 573 tweets containing the hashtag #nmi14. This is an acronym of the New Media Inspiration 2014 conference which took place in February 2014 in Prague, Czech Republic. The conference participants used Twitter to ask speakers questions or debate with other participants including the organizers. About a half of the conference participants used this opportunity. Emoticons were used in a quarter of all tweets.

The content analysis shows that emoticons were used mainly in tweets concentrated on personal relations, thanks, and prize competition. On the other hand, the lowest frequency of emoticons had tweets with conference paper comments. These findings correspond with predictions that emoticons occur mainly in socio-emotional context. (Derks – Bos – von Grumbkow, 2007) The pragmalinguistic analysis focuses firstly on the integration of emoticon into tweets, i.e. their position in the text and the integration of their meaning into it, secondly on the function of emoticons, especially the substitution punctuation. Our data contained Western emoticons (e.g. :)), two Eastern emoticons (surprising o.O, upset >.<) and one emoticon picture (<3). The most popular emoticon was :) which corresponds with findings from big data set of tweets. (Park – Baek – Cha, 2014) The whole set of Western emoticons was limited to five types with a rather settled meaning. The comparison of emoticons with/without nose shows a higher frequency of variants without nose. Our data also show the gender difference in using emoticons. This paper shows findings of the complex analyses of emoticon used in tweets. Despite of the formal conference setting emoticons occurred in all context types of tweets. It may indicate that emoticons are integral to these types of computer-mediated communication.

In varietate concordia - the European Union's online self-representation

Susanne Kopf

Lancaster University / Vienna University of Economics and Business

The European Union (EU) launched the website “europa.eu” already in 1995. Since then, various attempts have been made to improve, streamline and unify the organisation’s institution-to-citizens communication. Currently, the website is again subject to scrutiny and change from within the institution in the course of the “EC Digital transformation” project (ec.europa.eu).

This paper presents a study on the outwardly directed self-representation of the European Union on the aforementioned institution’s official English website. In particular, this study provides an in-depth linguistic analysis of the narrative dealing with the EU's inception and development throughout history. In terms of methodology, it combines approaches of critical discourse analysis with more recent cognitive trends in the field. Halliday's systemic functional linguistics is used as a starting point. Furthermore though, the study incorporates metaphor analysis and an examination of intertextual references. This broad approach to the language material allows reliable and differentiated conclusions with respect to the general self-representation of the European Union but also with regard to ideologies and legitimisation strategies present in the data.

In addition, this work draws on Koller's concept of socio-cognitive representations (SCR) defined as a group’s shared outlook on aspects of the world pertaining to “beliefs and/or knowledge, [...] the norms and values held by members of a discourse community, the attitudes and expectations deriving from the combination of beliefs/knowledge on the one hand and norms and values on the other, and the emotions that accrue to all of these elements” to delineate the overarching *gestalt* the EU attempts to project of itself to its citizens and various aspects thereof (Koller 2012). Among others, this analysis arrives at the conclusion that the EU portrays itself as a *means* through whose

use peace and prosperity can be achieved. At the same time, the EU self-represents as an active *force* working towards certain goals.

"It depends on what kind of error" – Adolescents' attitudes to misspellings in social media

Anna Kristiansen - *The Danish Language Council*

Marianne Rathje - *University of Southern Denmark*

We have investigated Danish adolescents' overt and covert attitudes to seven selected types of misspelling on Facebook and SMS texts. Our lecture is based on two studies: 1) a questionnaire and a matched guise test (Lambert et al. 1965) completed by 352 Danish students aged 15-22, and 2) interviews with ten 15 to 17-year-old students. We find that adolescents judge people who misspell certain (types of) words to be less competent – that is, less effective, confident and particularly intelligent – than people who follow the standard norm. Our informants consider misspellings of words with silent letters the most severe of the selected error types. Some types of misspelling, on the other hand, do not seem to affect the informants' judgement, namely incorrect compounding of words (e.g. 'sang fugl' instead of 'sangfugl'). There are no signs in our data that misspellers are judged more positively on any scales than people who spell correctly.

There is no incongruence between our informants' covert and overt attitudes to misspellings, and there are no crucial differences in their attitudes in the two studies. We find that intelligibility of the text and the authors' perceived competence are dominating factors as to how grave the students find the misspellings. We also find that to some extent attitudes to misspellings are context-dependent.

The multimodal perspective of catastrophe discourse represented in the news online

Olga Kunitcyna

The new era of digitally born texts encouraged the recipients to read the news not in the newspapers alone but mostly on the Internet, which marked the significant shift from the analysis of the text proper to that of a more diversified set of modes (Bell 1991; Machin, van Leeuwen 2001). That is the reason why the principles of multimodality, which is of great interest to linguists and sociologists today, should be taken into consideration (Kress 2010).

The paper discusses catastrophe discourse, i.e. an aggregate of topic-related news items represented on the official site of the Guardian in the context of the catastrophe occurred and the system of communicative-pragmatic and cognitive intentions of the author. The picture has always been an essential component of a newspaper article, however an increasing number of online news items consist of images or videos alone and the text is not always necessary anymore to convey the message. As far as catastrophe discourse is concerned, one of its characteristic features is <before and after> photos which show the same places before the catastrophe occurred and after it. The videos incorporated in the news item or comprising a separate one range from mobile phone videos

of the witnesses to professional interviews or commentary, thus the genre difference between the press and the TV news vanishes.

All the modes from text proper to pictures and videos create a semantic unity of discourse and contribute to the pragmatic effect. The scale of destruction and the emotions of the people affected are not only described in the news texts but also shown in pictures or videos which intensify the reader's feeling of compassion and the so called <effect of presence>.

A survey of politeness strategies of Korean EFL learners in computer-mediated discourse

Joy Kwon

University of Wisconsin–Madison

With the advent of the Internet, the traditional realm of discourse analysis has expanded to digital discourse, often referred to as “computer-mediated discourse (CMD)” (Herring, 2001). Numerous studies have investigated politeness strategies (Brown & Levinson, 1987) in English CMD produced by native speakers; however, not many studies have analyzed English politeness strategies in CMD performed by non-native speakers of English. Thereby, this study aims to inspect how Korean speakers of English manage politeness strategies and face-threatening acts (FTAs) (Brown & Levinson, 1987) in cyberspace. Data were collected from an asynchronous on-line interaction from one of the introductory courses conducted in English. Except for two Chinese, students' L1 was Korean. They were asked to critique their classmates' response paper and were required to give comments in the online discussion board in English. The corpus revealed that the students employ various linguistic devices for hedging, rather than boosting, to save the hearer's faces: they used pragmatic particles (e.g., I think, I believe, of course, and sort of), modal verbs (e.g., would, could, and should) and adverbs (e.g., perhaps, maybe, and probably). A use of CMC cues (Vandergriff, 2013) was rare, but a smiley-face emoticon were found occasionally, for a hedging purpose. Moreover, a few commentaries starting with negative feedback could be found. Overall, the CMD enables linguists and educators to observe the usage of English by Korean EFL speakers. Although the size of discourse is relatively small, the present study is meaningful in that not many studies have observed the L2 pragmatics performance of L2 learners in CMD. Since more and more universities in South Korea are tending to increase the ratio of classes taught in English, accumulative corpora would play a pivotal role in improving contents for English for specific purposes (ESP). Furthermore, future studies will provide opportunities understanding English learners' digital pragmatic competence and performance.

Is chatting about Obama different from chatting about Saturday night? A quantitative study on the characteristics of different modes of CMC in French

Veronika Laippala
University of Turku

The stereotype of impoverished Internet language does not hold for all texts found online (Thurlow 2006): different modes of computer-mediated communication (CMC) can be very diverse. The differences may be caused e.g. by social factors such as the status of the writer in the community (Paolillo 2001) or the participation of a politician to the discussion (Lehti & Laippala 2014).

This presentation continues the discussion on the variation found across modes of CMC by exploring several different but related modes of CMC in French: (1) chats from French news sites (234 540 words), (2) discussion fora from student websites (72 253 words) and Le Monde's website (73 610 words) and (3) follow-up discussions of Le Monde editorials (22 343 words). Except for the student discussions on topics related to student life, all the texts discuss recent events, such as the election of Barack Obama.

The aim of the presentation is to present the first steps of a quantitative study on the characteristics and distinguishing features of the different Internet texts. The methods include keyword analysis (Stubbs 2010) to detect the lexical and automatic morphological and syntactic analysis to study the structural characteristics of the texts. The hypothesis based on previous work by e.g. Lehti and Laippala (2014) is that despite different modes, CMC on formal topics share similarities, whereas those on familiar topics stand out as separate with different lexical and structural properties.

***“Lost sheep in a huge field”*: Migrant identity construction in an online community of practice**

Michelle Lawson
Lancaster University

Lifestyle migration, the movement of relatively privileged people in search of a different, often better, way of life, is a growing research area that has seen little attention given to digital communities. This study explores how a new life following migration is mediated through an online forum. This forum, now closed, offered networking and advice for British lifestyle migrants in south-west France. I demonstrate how Wenger's (1998) theory of *community of practice* offers a theoretical lens through which to structure analysis of online activities, including the construction of identities in relation to the community. The operationalisation of constructs such as 'shared repertoire', for example, allows examination of linguistic patterning and routines of interaction, giving insights into community practices, relationships and discursive identity construction.

However, a more developed model of language use is required in order to examine underlying issues of power. I show how Positioning Theory (Harré, 2012) can extend the analysis and reveal how members position themselves and each other within a socially determined *moral landscape* of lifestyle migration, one with associated rights and duties. Beliefs about migrant behaviour become

reified: in moderate terms, that the British can be *too dependent* on each other; in more extreme terms, that they are as helpless as *lost sheep*. At the same time, migrants value the right to take comfort and support from the online community, which results in ambivalence and even conflict. Overall, the study demonstrates how Wenger's theoretical constructs can be successfully integrated with a linguistic analysis to explore aspects of practice and identity within a digital community. The examination of situated language both supports and extends existing themes within the sociological literature of lifestyle migration, giving a more nuanced account of the relationship between wider value systems and their local representations.

The Researcher's Roles in Digital Discourse Analysis: A Reflection on Two Case Studies

Carmen Lee

The Chinese University of Hong Kong

In researching language online, texts and practices are inseparable. Analyzing textual features enables digital discourse researchers to understand the structural properties of the linguistic "output" on the internet, while studying people's text-making practices helps reveal the values and ideologies attached to text production. The language online research I have done has always been ethnographically-informed. While systematically describing the linguistic features of the words written online, I also pay close attention to the life of the text producers and readers through having direct contact with the participants, such as through interviews. Despite recent calls for more qualitative approaches to digital discourse research (e.g. Androutsopoulos, 2008), few analysts have made explicit their roles in digital media research. This paper highlights the importance of reflecting upon the researcher's roles in ethnographically-informed digital discourse research. Two case studies will be used to analyze the multiple roles the researchers may play in studying digital discourse. The first case is a study of multilingual practices on the photo sharing site, Flickr. It examines how international Flickr participants deploy their linguistic resources to assert their glocal identities online. Data collection methods including observation and interviews were conducted solely online. Positioning myself as an avid user of Flickr as well as a multilingual writer online, in this paper, I explore how my roles as both an insider and an analyst facilitated this research before, during, and after the research project. The second study investigates Facebook-related literacy practices among university students in Hong Kong. Here I discuss how my roles as the researcher, a university teacher, a Facebook user, as well as a Hongkonger shed light on my interpretation of the student data. These two case studies demonstrate how the role of digital discourse researcher is often partly enabled by being an active user of online media. Reflecting on the digital discourse researcher's position also has implications for the development and design of online research more broadly.

Free speech doesn't mean careless talk! #IamnotCharlie - The development of multi-voiced campaigns in Twitter following the January 2015 shootings in Paris

Lotta Lehti, Johanna Isosävi, Veronika Laippala & Filip Ginter
University of Turku

The January 2015 shooting in the offices of the satirical newspaper *Charlie Hebdo* and the ensuing attacks generated an unprecedented flow of expressions of opinion both online and in the streets. The first wave of opinions mostly consisted of unanimous expressions of solidarity towards the newspaper, in the name of freedom of speech. However, later on there was another wave: a growing amount of expressions of opinion questioning the notion of freedom of speech and underlining the complexity of the events and their outcome, as well as in absolute opposition to the satirical newspaper and, sometimes, in favour of the shootings.

We describe the verbal reactions in Twitter related to the January 2015 shootings in Paris. The purpose of the presentation is twofold. Firstly, we will quantitatively examine the large data from Twitter from the 7th January onwards with certain search items such as *#IamCharlie* in order to find out the most frequent concordances and the change of the concordances in time. Secondly, we will examine in detail some of the linguistic ways in which Twitter users take stance in order to express doubt, disagreement, and criticism towards the first wave of *#Charlie* campaign. The collected data is multilingual but our analysis will concentrate on the following languages: English, French, Finnish and Swedish. We will specifically explore how stance is expressed in the microblogging genre and if the genre gives rise to new ways of stance-taking.

Doing relational work with stories in an online advice forum for parents and parents-to-be

Loukia Lindholm
Åbo Akademi University

Relational work is an important function of stories in both offline and online settings (Page, 2012). Employing a discourse analytic approach, this paper focuses on advice-givers' stories in an online peer-to-peer advice forum and their function in terms of relational work. The data is drawn from replies to advice requests on pregnancy and parenting-related issues in an American-based online advice forum for parents and parents-to-be. The paper highlights the relational aspects of stories in this particular context: advice-givers use personal or vicarious experience stories to establish common ground with the addressees, deliver advice, express empathy and solidarity, as well as criticism.

Digital desires: an aesthetic approach to new forms of public engagement in Canadian broadcasting policy

Michael Lithgow
McGill University

Panel: Lithgow, M. & Martin, M. *Popular discourses & digital platforms: Critical reflections on multidisciplinary forms of public interventions.*

There is a growing interrelationship between the use of digital technologies to facilitate public participation in political processes and notions citizenship (Papacharissi 2010). And yet, not all forms of participation, digital or otherwise, are equal. On the one hand, participation has been observed to rest on a spectrum from weak to strong, including distinctions between access, consultation and actual influence over outcomes (Cammaerts and Carpentier 2005). On the other, the digital engagement of citizens reflects both the industrial and bureaucratic needs that tend to dominate regulatory discussions, and competing forms of nonconventional subjectivities and performativities. This paper presents results of an ‘aesthetic discourse analysis’ of digital submissions to a major review of broadcasting policy (*Let’s Talk TV: A conversation with Canadians about the future of television*) undertaken by the Canadian Radio-Television and Telecommunications Commission (CRTC) over a period of 12 months from September 2013 to September 2014. *Talk TV* is a unique case in which the CRTC introduced a number of new techniques for encouraging and capturing public consultation as part of the official record, including the use of vine-videos and twitter ads to promote the proceedings, and online discussion forums and flash conferences to enhance the public record. Close to 15,000 comments were received from the public. Drawing on analysis of digital submissions, an ethnography of public hearings and interviews with senior staff at the CRTC, in this paper I argue that an aesthetic discourse analysis of new forms of public engagement sheds light on the often overlooked tactics of communication used by members of the public to influence policy outcomes including narrative and storytelling techniques, performativity, humour and playfulness and the production of identity.

Influential ‘ordinary’ discourse: Citizens debating the living / minimum wage on Twitter

Nuria Lorenzo-Dus
Swansea University

Scholarship into the increasingly common presence of ‘ordinary people’ across media contexts is far from new. From Livingstone and Lunt’s (1994) thesis that ordinary knowledge underwent a progressive ‘revalorisation’ process during the late 20th century through to Turner’s (2010) insightful interrogation of the ‘demotic turn’, a voluminous literature attests not only to an ‘ordinari-isation’ of media discourse (e.g. Bonner 2003) but also to the diversity of interactional formats that this takes across broadcast and digital media genres (Thornborrow 2015). Yet an increased media presence is not to be equated with an increase in ordinary people’s ability to shape their public voice, as research into ‘exploitative reality television’ has shown (e.g. Lorenzo-Dus and

Garcés-Conejos Blitvich 2013). Against this backdrop, ordinary people's talk on the Internet emerges as a most attractive option not only to voicing but, importantly, 'crowdsourcing to prominence' (Papacharissi and de Fatima Oliveira 2012) citizens' concerns. The aim of this paper is to examine a key aspect of this citizen digital talk (communicative influence), within a specific online medium (microblogging) and in relation to a concrete discourse practice (debating) and social issue (the minimum/living wage).

The minimum/living wage debate is both social and discursive. Research has competently focussed on the former, concluding amongst other that 'The greatest successes in securing the living wage have been made through bottom-up processes of organising and campaigning.' (Pennycook and Lawton 2013). Although microblogging epitomises such processes, it remains under-examined to date in this context. This is possibly because even though millions of people use Twitter, most of their contributions are irrelevant in policy terms. Yet some transmissions do have policy significance and some 'ordinary individuals' can influence considerably discussion flows. Who are they? And what communicative strategies do they deploy in order to propagate particular understandings of the living/minimum wage debate?

Data for this study comprises a purpose-built corpus of 26 million tweets on the living / minimum wage debate collected over a ten-day period in June 2014. Using a mixed-methods approach (corpus-based discourse analysis and data visualisation), the study reveals the presence of six chief discourse domains associated with influential communication. Amongst these, negative emotion and argumentativeness emerge as the most salient. Even allowing for medium-driven constraints, such as ambient identity and brevity (Zappavigna 2013), these findings clearly point in the direction of strong synergies between the construction of influential, 'ordinary' expertise in digital and broadcast discourse.

Engaging with the reader: Disciplinary interaction in international online conference calls

Rosa Lorés

Universidad de Zaragoza

Panel: Suau Jiménez, F. & Lorés Sanz, R. *Interpersonality in digital communication types: academic, professional and disciplinary variations.*

Much of academic interaction is nowadays taking place on digital platforms, as is the case, for instance, of conference calls. Organizers design conference webpages and resort to distribution lists for the international dissemination of events. Conference organizers see this digital space as an opportunity to both attract colleagues to the event and portray an image of themselves as knowledgeable members of the discipline, acting as gatekeepers who have the power to admit new members to their academic gathering. Thus, online conference calls, which can be considered discourse phenomena (Thurlow and Mroczek 2011) that Herring (2013) classifies as "reconfigured", are sites for interpersonal academic interaction among members of a virtual community (Herring 2004). Moreover, the fact that conference organizers do not usually share their L1 makes online conference calls specially interesting for the exploration of English as a Lingua Franca (Jenkins, Cogo and Dewey 2011).

Based on computer-mediated discourse analysis (Herring 2007, 2013) the aim of the present study is to explore the way online conference calls become a territory for collective disciplinary interaction and how this interaction is realized linguistically. For such purposes, a corpus of 50 conference calls included in *The Linguist List*, a major listserv in the field of Linguistics, will be studied from the standpoint of interpersonality. Lexicogrammatical realizations such as the use of self mentions, abstract rhetors and passive voice will be here analyzed as some of the linguistic resources which account for disciplinary web-mediated interaction. Preliminary results show that interpersonality is realized linguistically in a different way depending on the section in the call (e.g. meeting description, call for papers, programme information) and on the role assumed by the organizers (disciplinary peers and/or disciplinary gatekeepers).

Features of ELF interactions in academic social networks: a study of ELF strategies in ResearchGate

María José Luzón
Universidad de Zaragoza

Academic social networks, like ResearchGate or Academia.edu, are being increasingly used by academics to create profile pages, make their papers available and discuss research. One of the features of ResearchGate is a Q&A forum, where members ask questions, provide answers and engage in discussion over academic and scientific topics. English is most often used as the lingua Franca, facilitating interaction among people with different L1 backgrounds and transcending the native/non-native distinction (dichotomy).

Since online discussions resemble in some ways spoken conversation and therefore their discourse shares features with spoken interaction, it is assumed here that when participating in blog discussions ELF (English as a Lingua Franca) speakers will use some interactional strategies typical of spoken discourse and that therefore these discussions will offer insights into how ELF users engage in negotiation of meaning in online interactions.

The purpose of this research is to analyze the features of ELF interactions in ResearchGate Q&A forums and determine the strategies used by participants in these discussions to negotiate meaning and achieve shared understanding. The data for this paper consists in 15 Q&A discussions related to different academic disciplines. The analysis has been carried out using the concepts and methods used to study ELF in spoken discourse (e.g. Mauranen, 2006).

The specific questions that I intend to answer are the following: (i) which strategies do participants use to prevent misunderstanding and negotiate meaning (i.e. how do they signal misunderstanding? Which repair strategies do they use?); (ii) which cooperativeness and solidarity strategies do ELF speakers do?; (iii) to what extent are the strategies used by members of ResearchGate determined or influenced by the medium (i.e. are the strategies used by members of ResearchGate different from those use by ELF interlocutors in face-to-face interaction?).

Sequentiality and spatialisation: narrativity in text-messages

Agnieszka Lyons

Queen Mary University of London

Technology development has brought the question of (digital) media into narrative and narrative processing and led to the popularisation of interdisciplinary approaches to narrative analysis. The framework is being applied to a wider range of texts than ever before, e.g., cartoons (Baldry & Thibault 2006), digital audio files, Facebook status updates (Page 2010), as well as a range of narrative texts in video games, reality TV, and virtual worlds.

This paper brings text-messaging - to the discussion and establishes it as bearing narrative features and worthy of further analysis in terms of its narrative potential. I discuss texters' use of specific discursive tools to (re)construct storyworlds and position themselves and the intended recipients of their text-messages within a discursively constructed and spatially organised narrative. I draw on deictic shift theory (Duchan, Bruder & Hewitt 1995), cognitive narratology (Herman 2004, 2010), and semantics (Fauconnier 1985) to theoretically ground the discussion. I discuss two of the characteristics associated with narrativity in text-messages: sequentiality (understood as a temporal sequence of events) and storyworld construction, and present two case studies to illustrate the applicability of these concepts to texting. Based on the analysis of sequentiality and storyworld construction in text-messages, I establish texting as bearing narrative potential and worthy of further investigation under narrative studies frameworks. This paper opens a line of inquiry into a ripe yet unexplored field of the text-message narrative.

Losing face in Facebook: linguistic strategies to repair face in a Spanish common interest group

Carmen Maíz Arévalo

Universidad Complutense de Madrid

Since its launch in 2004, Facebook has grown to become the most popular social networking site (Ellison et al., 2014). Despite its multimodal nature (Kress and Leeuwen, 2006), interaction in Facebook remains mostly textual, which explains the interest it has raised amongst linguists, especially given the hybrid nature of the language employed (Crystal, 2011; Yus, 2011). Most research on Facebook, however, has focused upon English whilst other languages –like Spanish– have generally received less attention. Furthermore, research has concentrated on the study of interaction among Facebook users who also have an off-line relationship. The aim of this paper is twofold: on the one hand, it intends to redress the imbalance in favour of Spanish, focusing on the interactional strategies and relational work of a Spanish Facebook community. On the other, it intends to analyse a sub-genre within Facebook since it focuses on the interactions taking place in a public common interest group, whose members do not have an offline relationship but have actually met online precisely because of their common interest (a particular Spanish singer). More

specifically, the study is aimed at analysing the linguistic strategies users employ to restore face (either theirs or other members') whenever lost, thus preventing the group's possible disruption. To this purpose, a corpus of fourteen natural exchanges consisting of 412 turns and 12,327 words was randomly gathered during a period of two months to ensure no trolls were taking part. A qualitative approach to the data reveals that users resort to different strategies when face is lost with the ultimate goal of preserving the group's unity.

The brands as storytellers in digital media: a critical analysis.

Renata Malta

Universidade Federal de Sergipe

Panel: Lithgow, M. & Martin, M. *Popular discourses & digital platforms: Critical reflections on multidisciplinary forms of public interventions.*

My paper argues that, from the early 2000s, Brazilian advertising, particularly that directed at automobiles, sharply changed its discourse and strategies, minimizing tangible elements and emphasizing intangible aspects. From then on, telling stories became a common way of establishing a relationship between brands and targeted audiences. In cyberspace, anyone, including brands, has the opportunity to tell audiovisual stories. As such, digital media like YouTube has become a space where the stories flow, taking the forms of long story telling and/or interactions during which people share stories and spread them virally. My paper will use a critical approach to examine how advertising uses a tactic of mischaracterization to brand products as storytellers able to have emotion, to (un)consciously attract audiences in strategically positioning themselves as friends, partners, and lovers. I am using the notion of anthropomorphism – a strategy which personifies products and gives them the power to seduce – to show how the YouTube Brazilian video produced for Volkswagen Kombi and titled “Kombi last wishes”, exemplifies this strategy. As a method, I will apply the Content Analysis of the video, purposing to define several themes which will allow extracting and interpreting meaningful considerations for my research, and will show the narrative and stylistic elements of the video that characterize the vehicle “Kombi” as a person, a storyteller who captivates the audience.

TripAdvisor speech acts.

Mitigation strategies in users' negative opinions

Laura Mariottini - *Università degli Studi di Roma "La Sapienza"*

Isabel Hernández Toribio

Panel: González García, V. & Pano Alamán, A. *Mitigation strategies in Spanish digital discourses.*

In this paper, we intend to review, from a pragmatic perspective, the mitigation strategies employed by users in their “opinions” on travels, restaurants or entertainment activities published in TripAdvisor Website.

Based on the considerations carried out in a previous work (Mariottini and Hernández Toribio, in press) on these opinions or comments as “narratives of travel experience” (framed in a macrogenre with its peculiarities within the Tourism 2.0), we can characterize them, adopting a pragmatic approach, as “speech macroacts”, because they combine acts of different nature.

We will focus our attention on those speech acts which, although presented as opinions, transcend the limits of the mere information to become suggestions, recommendations, advices and even critics. In formulating these directive acts, potentially threatening of the image (FTA), mitigation strategies are constantly used. In spite of this, as TripAdvisor “opinions” are organized in “excellent, very good, average, poor and terrible”, each range-type act makes use of specific mitigation strategies.

Results analysis, centred in TripAdvisor linguistic exchanges, are not limited to this communicative situation. In fact, thanks to the considerations proceeding by “TA opinions”, we intend to offer a pragmatic proposal able to categorize the different speech acts we consider and their mitigation strategies.

Irony and discourses of denunciation on Twitter during French electoral campaigns

Arnaud Mercier

CREM / Université de Lorraine

Panel: Lithgow, M. & Martin, M. *Popular discourses & digital platforms: Critical reflections on multidisciplinary forms of public interventions.*

Based on corpora of tweets collected during the French presidential election of 2012 and the local elections in 2014, and the European elections in 2014, this proposal concentrates on the use of Twitter to expose, denounce and criticize candidates’ words or behaviour. Twitter could be used by citizens as a speaking tool in a micro-public space, in order to carry a dissenting voice. From fact-checking by citizen journalists to viral attacks by activists, and the virulent criticism against political opponents by candidates, especially during the European elections, our conference will present an analysis of Twitter-based polemics, to give insights into the logics of this particular form of political participation where “messages often contain negative or critical information” (Parmelee & Bichard, 2013 : 207).

During these observations, we have seen politicians who have unleashed, by their words, their actions, or sometimes by their very personality, very bright mobilization campaigns against them, and ad hominem attacks, sometimes of great violence (“verbal violence”; Auger, 2008), as if the militant posture on these networks could overcome the ordinary rules of civility, answering the same time to double operating logic: strong self-expressive, unrestrained, in the framework of a renewed political fight because digital, with great irony, aggression and bitterness. Twitter and social media are used as, what we named, in a forthcoming publication “a polemical space”. To show it, our analysis will be qualitative, focusing on the contents and on the argumentative strategies of politicians, citizens and activists to represent the Other (the opponent ; the pro-European ; the journalists and the media...) as a “face of the enemy”.

Multimodal Persuasion Tactics in Personal Digital Narratives

Silvia Molina Plaza

Universidad Politécnica de Madrid

Panel: Díez Prados, M. & García Gómez, A. *Rational and Emotional Persuasion in the digital world*. The main aim of this paper is to analyze the ways in which the multi-faceted processes of persuasion may be instantiated via language, images and sounds in personal digital narratives, and the contribution of these modes to convey a convincing narrative. The combination of these modes is seen as enhancing the portrayal of different identities (Pahl and Pollard, 2008; Stein, 2008).

These digital narratives try to attract the viewer's ATTENTION, arouse INTEREST and create CONVICTION. How? Digital narratives persuade the viewer by a combination of clever word choice, sentence forms and images which create an effective visual and linguistic argument. They use *quasilogical* argumentation (Johnston 1989:145), which is informal, non-demonstrative reasoning. Persuaders in the quasilogical mode create the rhetorical impression that their arguments are logically incontrovertible. Therefore, their goal is to *convince*, to make it impossible for an audience not to accept the arguer's conclusion.

As for the methodology followed, the most outstanding linguistic and multimodal elements have been analyzed. In particular, for the construction of persuasive meaning through image-text interaction, I will follow Unsworth and Cléirigh's model (2009) and Kress and Van Leeuwen's scholar work for the analysis of images and other issues related to multimodal representation (see references below). The sample includes thirty digital stories that were selected randomly from several specialized websites on the Internet.

Results indicate that the synergistic construction of meaning via image and text interaction conveys the cognitive state of the narrators (their beliefs, desires and intentions) as well as their emotions more convincingly than just the mere use of words. Certain persuasive patterns have emerged in the digital narratives sample:

- repetition and redundancy of phrases and images;
- use of idioms, which have both the authority of being processed in advance and of being known and used similarly by all the speakers. These formulae communicate universal wisdom whose occurrence in the discourse confers argumentative authority;
- use of textual and visual evidence, it is something that somebody else created, that a narrator uses as a means of persuasion.

Virtual Special Issue Introductions: Interpersonal features in an emerging academic digital genre

Pilar Mur Dueñas
Universidad de Zaragoza

Panel: Suau Jiménez, F. & Lorés Sanz, R. *Interpersonality in digital communication types: academic, professional and disciplinary variations.*

There seems to be an upsurging new practice in the dissemination of academic knowledge in international journals which consists in bringing together in a virtual special issue (VSI) previously published articles on a particular theme. An introduction by the guest editor(s) opens these VSIs, which can be considered an adapted genre of communication on the web (Crowston and Williams 2000). The voice of the guest editors is particularly prominent in these texts in as much as they need to portray themselves as knowledgeable members of the discipline.

Following Herring's (2004, 2013) Computer Mediated Discourse Analysis, it is the main aim of this paper to analyse how meaning is constructed as a social phenomenon within a particular electronic professional environment. Specifically, the focus will be on the analysis of the main interpersonal features which guest editors use to build a successful writer-reader relationship through this digital text, presenting themselves as well-informed members of the discipline addressing a heterogeneous, mostly specialized audience. The analysis will be based on a corpus of 12 VSI Introductions coming from three journals in the field of Business Management and Marketing: *Strategic Management Journal*, *Marketing Theory*, and *Management Learning*. Given the varied background of the authors of the VSI Introductions and the potential international readership of these texts made available online, English can be considered to be used as a lingua franca for scholarly communication.

A preliminary analysis of the texts shows that there is great variation in terms of length, structure and interpersonal evaluation, possibly as a result of the novelty nature of this academic genre. There are some interpersonal features, nevertheless, that seem to be recurrent and especially salient, namely, citations, code glosses, attitudinal markers and personal pronouns. It is argued that the strategic use of these features throughout the VSI introductions allows scholars to successfully meet the communicative purpose of this academic digital genre.

“When I go out in the street...”: Development of figurative language in Online Discussion Fora

Andreas Musolff
University of East Anglia

This paper focuses on figurative identity construction in digital discourse, specifically in postings to online discussion fora, in which immigration policy is debated. It is based on a corpus of three online fora hosted by the BBC in 2010, which include 2473 recorded postings totalling 333.518 words. One of their striking features is the development of (pseudo-)literal scenarios of allegedly 'typical'

everyday experiences into figurative formulas in quotations and follow-ups by other forum participants.

For instance, the formula “when I go out in the street” stereotypically introduces reports of radical changes (caused by immigration) in the social environment which have made the latter ‘unrecognizable’ to the speaker. Another such formula is that of the stranger/foreigner “moving into your [= one’s own] house”, which introduces a scenario of losing control over one’s own home. Through quotations and follow-ups, these scenarios are expanded, varied and pragmatically exploited (to achieve ironic and other rhetorical effects) and in some cases commented on meta-pragmatically.

In the course of these pragmatic extensions, the initial (pseudo-)literal scenario description becomes increasingly less plausible and takes on a distinctly metaphorical, in some cases almost allegorical, character. It is argued that this reinterpreted scenario serves as a generalised concept of the imagined social “Self” that helps to reinforce tacit assumptions about the Us/Them divide.

Political discourse on Social Medias: the user influence on a political group identity

Ailin Nacucchio

Massive Medias have remarkably transformed representative democracy and its constitutive discourse practices since their first appeared. As analyzed by Manin (1996), the second half of the XXth century was the place for the transformation of *party’s democracy* in *public’s democracy*: as the politician became an expert of communication, the elector turned into a receptive public whose political action started to be the reaction to the proposed scenario. But since the apparition of the Web 2.0, new digital participation dynamics appear as public’s tools to take a more active part in democracy (Cardon, 2010).

Even though this so-called “*democratic revolution*” is nuanced by the fact that government, enterprise and powerful political organizations still have the way and power to condition the public participation (Cardon, idem; Badouard, 2014), Social Medias led to a renovation of the political communication strategy (Mercanti-Guerin, 2010) due to the fact that they offer a direct access to public opinion. Since we are interested in the ways in which political discourse is developed, legitimated and widespread, we will focus on the political discourse on the social media *Facebook* in an analysis that considers the Social Media user comments as a legitimate part of it.

The aim of this article is to analyze the discourse of an Argentinian political group that we will call “Macrism”. From an approach that bases on the Discourse Analysis developed in France (Maingueneau, 1984) and the theory of enunciation (Kerbrat-Orecchioni, 2009), we will compare the official publications of the political leader Mauricio Macri on his Facebook page with the user comments on each publication to observe in which ways user comments expand, limit, and modify the *Macrist* discourse that emerges from official publications of the group.

Something old, something new, and something borrowed: How have digital technologies impacted academic professional knowledge construction practices?

Raffaella Negretti, Beyza Björkman, Spela Mezek, Miguel García-Yeste
Stockholms Universitet

The late 20th century witnessed the development of information technologies and the ‘birth’ of the Internet, which entailed new ways of communicating and distributing information. At the time, scholarship in communication, linguistics and anthropology suggested that the Internet would change our way of communicating and exchanging knowledge, and anticipated a 4th post-Gutenberg revolution: digital technologies were in themselves new literacies that would transform our ways to acquire, construct and share knowledge.

In this study, we cast a retrospective look at these hypothetical changes in information retrieval and learning, and compare these predictions to what is happening today in academic settings. Our overall aim is to understand if and how these new ways of knowledge acquisition have occurred in academia, twenty years after they were announced.

We explore the strategies for accessing and constructing knowledge in academic writing, with a focus on finding secondary sources for research-based writing tasks. Our informants were graduate and undergraduate students who reported on their digital literacy habits, namely: (a) a group of undergraduate students of Biology discussed their electronic reading habits in their L1 and in English; (b) a group of undergraduate students in an English for Specific Purposes course reflected on their information-seeking strategies; and (c) a group of doctoral students in the Computer Science domain answered a questionnaire on their use of digital media for information retrieval purposes when writing research papers for international journals. Our data analysis sheds some light on how these students engage with the research literature in the digital age, and discusses similarities and differences in the strategies they use. It also suggests that although “digital natives”, students today need to develop a new kind of digital literacy, academic digital literacy.

“Do you mean what I mean?” The case of “Je Suis Charlie” on Wikipedia

Elena Nichele - *Lancaster University*
Sussane Kopf - *Lancaster University / Vienna University of Economics and Business*

This paper is part of a larger research project dealing with how various language Wikipedias depict the “Je Suis Charlie” slogan connected to the recent Charlie Hebdo shooting in Paris (France) and how these representations change over time. This work specifically presents findings with regard to the English, German and Italian Wikipedia.

The “Je Suis Charlie” image was developed and posted on twitter by Joachim Roncin in reaction to the attack on the French satire magazine Charlie Hebdo on 7 January 2015. Having been tweeted shortly after the shooting, the slogan immediately spread across various social media platforms. Within a few days even various organisations, in particular media outlets, used the “Je Suis Charlie” logo on their websites. Since then though, the slogan has also elicited criticism and triggered the development of slogans either complementing or opposing the original “Je Suis Charlie” slogan (e.g.

“Je Ne Suis Pas Charlie”). Wikipedia, as an online encyclopaedia that allows the creation of entries almost simultaneous to events occurring, allowed for the generation of an entry about the “Je Suis Charlie” phenomenon immediately after its inception on Twitter. Since then, the Wikipedia articles on the topic have received considerable traffic in the above mentioned languages. Furthermore, Wikipedia, as a collaboratively-created website, presents the opportunity of observing which representation of the slogan the contributor communities agree on. Besides this, it allows conclusions concerning how these representations might differ from one another in terms of content, contextualisation and ideological colouring.

Content and contextualisation analyses of the Wikipedia articles on "Je Suis Charlie" in the aforementioned languages reveals that the representations of the slogan and the events surrounding it differ in major points. Hence, while used internationally by people and organisations from various linguistic backgrounds, "Je Suis Charlie" actually does not yet have stable meaning across languages. Consequently, the fact that the sign has been used by people from various linguistic and cultural backgrounds does not seem to indicate transnational consensus enabled by social media with respect to the slogan's associated meaning(s).

Gender and the digital media: Emoticons uses by female bloggers of everyday topics compared with those by moral harassment victims in Japan

Yukiko Nishimura
Toyo Gakuen University

This study explores gender issues and the digital media in Japan, namely emoticon uses in blogs by (seemingly) trouble-free women compared with victims of moral harassment in Japan. The author's earlier research based on miscellaneous everyday blogs by older and younger men and women suggests that (1) emoji or inline graphics are by far the most frequent type of emoticon, regardless of age or gender; (2) younger women use emoticons significantly more frequently than others; and (3) older women tend to use more emoticons than younger men. The present paper adds a dimension of theme and examines blog posts that belong to the category of domestic moral harassment, most typically authored by troubled women who are and/or have been such victims. This study thus addresses: (i) how the subject matter affects digital discourse that can allow emoticons, namely whether or not emoticons uses by such victims are similar to those by the female bloggers studied earlier, (ii) what functions emoticons may have not only within the digital discourse but also beyond, and (iii) what bearings the presence or absence of emoticons might have on the representation of blogger identities.

The additional dataset of blogs by moral harassment victims comes from the same blog ranking, linking and aggregation site, Japan Blog Village, as used previously. The study finds far fewer uses of emoticons in blogs by moral harassment victims than everyday blogs. This might suggest that emoji are not suitable for their serious blogs uttering their damage and hardship, and that emoticons might serve better for brighter aspects of life, as can be seen in the other women's peaceful blogs. Readers interpret such victims' blogs and can visualize bloggers from blog texts without emoji decoration, which are also unnecessary. These bloggers seem to express what they undergo for themselves to balance their feelings and ordeal, while everyday blog authors craft blogs

to construct the kind of identities they wish to convey to readers with decorative emoticons. This analysis of blogs with a previously unstudied theme broadens our understanding of digital discourse. Implications for digital discourse research methods will also be addressed.

Verbal defence strategies against negative online feedback

Eva Ogiermann
King's College London

With the spread of digital technologies, a vast amount of online feedback is being generated on a daily basis, and businesses increasingly rely on electronic word-of-mouth for customer acquisition and retention.

Unlike in other CMC contexts, where anonymity has been associated with depersonalisation (Lea and Spears, 1992), an online review provides an individual and personal view based on a previous customer's experiences with the offered product or service. Negative feedback is often emotional and subjective – and yet, it can cause irreversible damage to businesses and organisations, leaving them very limited means of defending themselves.

While there has been ample research on online reviews (e.g. Vasquez 2010, Kamoen et al 2015), studies focusing on responses to negative reviews are rare. The few that have been conducted (e.g. Zhang and Vasquez 2014) tend to focus on established hotel chains' responses following a script, which often dictates the use of formulaic politeness.

The present paper contrasts these well-thought-out, generic responses with spontaneous, personal (and often emotional) replies formulated by owners of small businesses' on TripAdvisor and Yelp. The main difference emerging from this comparison is that the former place more emphasis on customer retention, e.g. by assuring the complainer that the problem will be attended to and by using apologies and thanking formulae. The latter, in contrast, regularly fail to attend to the complainer's face and even direct criticism at the author of the review. The paper will also attempt to establish how both types of responses may affect the acquisition of new customers.

Manifestations of face in request e-mails

Sara Orthaber - *University of Maribor*
Rosina Márquez-Reiter - *University of Surrey*

Modern companies offer (prospective) customers different mediated channels to communicate with them such as the telephone, social media platforms (e.g. Facebook, Twitter) and e-mail. This paper focuses on the latter. It examines customers' e-mail requests for information to a railway company (e.g. timetables, prices, etc.) and the agents' responses. Although these types of exchanges are typically completed in a single e-mail exchange and face concerns do not arise, this is not always the case.

Drawing on a corpus of 88 customer-initiated request e-mails, the study examines five interactional instances between a contact railway agent and two customers in which face concerns emerge.

Owing to the text based nature and use of signature cards afforded by this medium of communication (e.g. Crystal, 2004, Bou-Franch, 2011) the agent infers (Gumperz, 2000) from the customers' initial e-mails that they are both from the same company inquiring about the same itinerary within a short period of time, thus potentially increasing her workload. The analysis focuses on the ways in which the agent employs face-threatening moves by explicitly topicalising the second customer's e-mail request as inappropriate behaviour. The paper argues that the technological affordances (Gibson, 1979; Hutchby, 2001; Herring, 2010) of e-mail play an important role in the interpretation of inappropriate behaviour and face manifestations.

Argumentation, opinion and mitigation strategies in Spanish digital press comments

Ana Pano Alamán
Università di Bologna

Panel: González García, V. & Pano Alamán, A. *Mitigation strategies in Spanish digital discourses.*

Online versions of newspapers include today a series of technological devices that allow readers to post comments on news, enhancing the interaction between the medium and its audience. Linguistic and pragmatic studies on press comments in Spanish (Pano 2008, 2012, Mancera 2009, Vígara & Hernández 2011, Fuentes 2013) point out that the contextual and functional variables involved in this communicative situation, where opinions tend to polarise, may explain the reduction of social distance and the preference of speakers for intensification strategies, ultimately leading to impoliteness and offence. But, it is our contention that mitigation, as a pragmatic strategy used by speakers to reduce the impact of an utterance and to achieve interactional goals (Briz 1998, Caffi 2007, Albelda 2010) in a given situation, might play an important role in this context as well, such as persuading the hearer or the audience of a given argument.

This paper tests this hypothesis by presenting the results of a quantitative and qualitative study of mitigators adopted by the interactants in a corpus of online press comments extracted from *El País*, *El Mundo*, *La Vanguardia* and *ABC*. Based on the theoretical assumptions and methods set by Es.Var.Atenuación (Briz & Albelda 2013, Albelda 2013, Albelda & alii 2014), the paper provides a classification of the most frequent mitigators appearing in the corpus, and identifies the situational and interactional variables favoring their use, in order to see whether and how mitigation is used in this digital genre.

Spanish as a foreign language in Twitter: a linguistic and intercultural analysis

Ana Pano Alamán - *Università di Bologna*
 Ana Mancera - *Universidad de Sevilla*

Panel: Alonso Belmonte, I. *Interculturality, Identity and Computer-Mediated Discourse in Foreign Language Teaching and Learning.*

Recent investigations on social network sites have shown that these media are valuable pedagogical tools in educational contexts (Castañeda & Gutiérrez, 2010; Faculty Focus, 2010; Lang, 2010; Boyd,

2011; Caballé, 2011) since they foster collaboration and support intercultural communication (Lewis & George, 2008; Sawyer, 2011; Pfister & Soliz, 2011; Rahmawan, 2013). For instance, in Spanish foreign language courses, Twitter is mainly used not only to improve writing and comprehension abilities but also to encourage cultural exchanges, throughout the interaction between students, as well as through collaborative work. Indeed, several projects and active SFL professors (i.e. TwitterELE) suggest that Twitter may be applied to different activities favouring cultural understanding and foreign language learning (Adell, 2004; Thelwall, 2008; Adell & Castañeda, 2010; Page, 2012). According to these findings and adopting the methods of digital discourse analysis (Herring, 1996; 2004; Shohamy & Gorter, 2009; Mancera & Pano, 2013, 2014), in this paper we carry out the analysis on a corpus of 200 messages published in the microblog Twitter around 20 different hashtags (i.e. #lamejorexcusa, #notoquesoyespañolcuando, #yonuncaloharia, #enbarcelonatienesque, etc.). We focus on the linguistic and intercultural aspects present in the texts produced by SFL students in Twitter, both in their daily interaction and through their collaborative writing activities. Assuming the recent theories applied to the study of intercultural communication in educational contexts (Woods & Ebersole, 2003; Brown & Hewstone, 2005; Selwyn, & Grant, 2009; Rui & Stefanone, 2013), this qualitative and quantitative research aims at identifying general patterns in the linguistic productions and communicative strategies of students, as well as relevant clues concerning their cultural awareness of Spanish language and culture, related to their own experience as SFL learners.

Hi, I'm New Here: Constructing Ethos on a Disciplinary Listserv

Kate Pantelides

Middle Tennessee State University

Panel: Pantelides, k.; Robles, J. & Hopton, S.B. *Constructions of Ethos in Asynchronous Digital Communities*.

The Writing Program Administrators Listserv (WPA-L) is an active, disciplinary listserv for scholars in Writing Studies. To date, the listserv has roughly 4,000 subscribers who post 28 messages, on average, per day. Although most posters to the listserv hold academic positions at institutions across the world, listserv convention demonstrates a clear departure from formal scholarship. The highly stylized mix of formal, informal, casual, and academic discourse featured in listserv posts requires sophisticated genre knowledge. Such stylized, computer-mediated discourse is especially difficult for apprentice members to approximate. In fact, many users frequently confess to reading the listserv extensively before contributing; for instance, consider the following preface to a thread regarding ESL administration: “Hi Folks, I've been lurking on the list for a little while, and this is my first time posting.” In response, the apprentice member is officially welcomed to the community, though she is in fact, not “new.”

In this presentation, I examine posts and their direct responses, in which users self-identify as first-time contributors and are formally invited to participate in the community. Although all listserv participants have equal permissions to engage in the conversation, contribution beyond “lurking” (Cubbison 375) requires sophisticated understanding of convention on the listserv (Gruber). Author status (rank, background, age) complicates the democratic aspects of the virtual community. Using

a discourse analytic approach to digital texts informed by Rhetorical Genre Studies (Miller), I examine this dataset to demonstrate how apprentice members within a virtual community construct ethos and navigate identity. This treatment of digital genres as cultural artifacts (Miller) renders the WPA-listserv a wealthy site for examination and contributes to the conversation about digital discourse analysis as generative research method.

Applying conversation analysis methods to digital discourse: A review of the literature

Trena Paulus - *University of Georgia*

Jessica Lester - *Indiana University*

Amber Warren - *Indiana University*

As communication modalities in the digital age have expanded, so too have the research approaches used to understand these new forms of discourse. Conversation analysis (CA), a methodology focused on the study of the systematic and organized nature of everyday and institutionalized talk (Sacks, 1992), is one such approach. While scholars have debated how and to what extent CA can effectively be applied to online “talk”, researchers in diverse fields, including educational technology, journalism and counseling have used CA to better understand various forms of digital discourse (e.g. Steensen, 2014). Previous studies have raised questions around how traditional CA concepts such as transcription, turn-taking and repair function in these contexts (e.g. Meredith & Potter, 2013).

In this presentation we will share findings from our literature review of 81 peer-reviewed empirical articles which used CA to study text-based digital discourse. Analysis is focused on 1) describing the disciplines in which CA is being used; 2) identifying types of data under analysis; and 3) categorizing conversational features used to describe social actions. Preliminary findings show that most studies take place in language, communication, health and/or education contexts analyzing a variety of data types. Our intensive analysis is exploring how conversational features are being evoked to make sense of social actions, e.g. how coherence is maintained in decision-making environments, how openings and closings are managed in counseling environments, and how repairs occur in language learning. Findings from our review can help guide researchers in how best to take up CA methods in understanding digital discourse.

Online communities of practice and their stylistic norms in salutations and closing remarks

Carmen Pérez Sabater

Universidad Politécnica de Valencia

This paper explores politeness in Computer-mediated Communication by investigating the use of greetings and sign-offs as politeness indicators in text messages exchanged through *WhatsApp*. The study of these indicators is academically important because the frame of “perpetual contact” in mobile technologies implies the frequent absence of these politeness strategies according to

Spilioti (2011). Based on empirical data collected from several groups of *WhatsApp*, this study follows an ethnographic perspective, which implies a discourse analysis of one-to-many messages together with participant observation and personal interviews. In this maximum speed, minimum effort medium, the findings show that the participants in these communities of practice sometimes introduce their texts with some sort of salutation but usually finish their interventions with a closing remark, mainly an emoticon. These emoticons function as contextualization cues, hedges working as strengtheners or softeners. Generally, texters are more careful in the closings of their conversations, contrarily to the results of politeness introductions and farewells by Bou-Franch (2011). Interestingly, this ethnographic study demonstrates that groups of friends establish their own local stylistic norms, which often include the use of code switching and emoticons as formulaic conventions of use with the purpose of building and maintaining relationships, confirming the fundamentally social function of the technology. As a novelty, this study brings to the fore the impact of local stylistic norms in relational work in the most global platform of communication (Dredge, 2014). It also contributes to the study of current written practices before the technology becomes obsolete, as recommended by Spooren and van Charldorp (2014).

Profiling and Self branding: Discursive strategies for identity construction in multimodal digital settings

Sandra Petroni

Università di Roma "Tor Vergata"

Social media are the arenas where traditional and new social practices have been (re-)produced over the last decade. The collaborative nature of Web 2.0 and its participatory culture (Jenkins, 2006) have led users to re-mediate (Bolter and Grusin, 1999) and re-shape their processes of meaning making as well as their methods of Self presentation (Goffman, 1959), whether they refer to personal or corporate profiles (Chouliaraki and Morsing, 2009). Moreover, promotional culture pervades and cuts across all digital domains (Petroni, 2011). Thus, these mechanisms provoke the commodification of information and signs (Fairclough, 1992) and give rise to the upsurge of noteworthy discursive practices which assume processes of Self promotion and Self branding (Page, 2012). The current study examines how users present and promote themselves in professional digital settings within a spectrum which moves from social networking personal profiles (e.g. LinkedIn) to community and company profiles (e.g. 'About Us' webpages). The analysis reveals that, firstly, digital Selves are no longer isolated personae but Networked Selves (Papacharissi, 2011) who perform their identities exclusively in combination with other social connections. Secondly, Self representations, in terms of discursive and rhetorical strategies, are always commodified as brands. Thirdly, the foregrounding use of different semiotic resources plays a critical role in marketising social networking identities. Implications of Self branding as a communication strategy are discussed.

Investigating inter-religious dialogue on Social Media: keyword-led discourse analysis in action

Stephen Pihlaja

Newman University Birmingham

This presentation focuses on using keyword-led discourse analysis to describe interaction among Christians, atheists, and Muslims on YouTube and Facebook. The goal of the analysis is to investigate users whose interaction is inter-dependent, and show how videos and comments emerge from previous interaction. Focusing on one series of videos among three users and their respective viewer communities during the summer of 2014, I show how keyword-led discourse analysis can be used to describe how users balance the need to communicate with diverse audiences. After compiling a corpus of 71 videos comprising six hours and twenty two minutes of user talk and 91,592 comments from both YouTube and Facebook, I use keyword-led discourse analysis to investigate if and how user talk differs depending on the context of interaction. I argue for the necessity of close analysis of user interaction over time, to offer a reliable description of patterns. My analysis shows that describing how 'Muslims' or 'Christians' or 'atheists' use social media is flawed given the diversity of users and contexts, and nuanced analysis of religious talk on social media must start with small scale analysis of individual users. Second, I show how the socio-historical context of social media interaction determines which issues arise in online communities and how users respond to one another.

Interactional devices in newspaper digital readers' comments

Carmen Piqué-Noguera

Universitat de València

Community participation through newspaper digital editions has become an outlet for readers who wish to express their opinions. In general, this phenomenon has substituted the traditional letters and nowadays periodicals and journalists themselves seem to favor readers' comments through the websites giving readers the possibility to engage in the news building process (Richardson & Stanier, 2011). In fact, many of the readers' opinions may be considered part of what Sambrook (2005) called *citizen journalism* when speaking of reader feedback to the BBC news.

This presentation will focus on a recent health crisis and the readers' comments that were generated by a report published in the digital British newspaper *The Guardian*. The analysis will look for elements of interactional metadiscourse in the digitally posted comments, namely attitude markers, self-mentions and engagement markers, in order to study the involvement and interaction among the participants.

Through the results of this analysis we observed that readers' comments offer a wide array of interactional metadiscourse features, especially in terms of a direct address among participants in the debate through the use of directives and rhetorical questions, as well as inclusive/exclusive pronouns, or by employing expressions through which assuredness is sought and/or assumed. In

addition, we also noticed that some messages transpire a certain amount of incivility (Santana, 2014) and that it has its origin in the anonymous category of the message. However, even though regretting this amount of inadequate verbal behavior, journalists themselves do welcome and encourage readers' comments on their reports.

“AMIGO ANIMESE EN LOS 300”: Persuasion strategies and relational work in offers in online commercial service encounters

María Elena Placencia
Birkbeck, University of London

Offers are generally classified as commissive acts whereby offerers ‘put something forward for another’s choice’ (Vanderveken and MacQueen 1990: 185), and therefore bind themselves to the conditions of their offer while it is in place. Some, however, have pointed out that offers aim to persuade the offeree and therefore have a directive element embedded in them. As such, they can be classified as commissive-directive acts (cf. Hancher 1979). In this paper we examine offers in the context of commercial service encounters in which the directive element stands out, as opposed to e.g. convivial offers (Leech 1983) that can be found in other settings.

More specifically, we look at the realization of offers in anonymous online service encounter interactions and examine the range of strategies customers employ to persuade sellers to accept their offers, with a focus on relational work. The relational work devices identified include, among others, the use of friendly or deferential address forms that can co-occur with exhortative encouragements to the seller to accept an offer (as in the title of this paper) as well as personal narratives aimed at ‘softening’ the seller and eliciting commiseration. The use of these different relational strategies does not guarantee the expected outcome for the shoppers but allows them to put forward proposals that in some cases have the potential of being offensive if presented bluntly. The results show that, while shoppers interact with sellers anonymously during the negotiation phase of the transaction, and could, therefore, do without niceties, most seem to attend to face concerns to some extent at least.

The study is based on a randomly selected corpus of online interactions from an Ecuadorian online marketplace and builds on work on offers (cf. Davidson 1984; 1990; Chodorowska-Pilch 2002; Barron 2011), persuasion (cf. Fuentes Rodríguez and Alcaide Lara 2007), politeness (cf. Locher and Watts 2005), e-commerce (Garcés-Conejos Blitvich and Bou Franch 2008; Placencia 2015) and CMC more broadly (cf. Herring 2007; Yus Ramos 2011).

Multimodal discourse in the exhibition space and the digital mass media. Human-non-human interactions in museums

Yannik Prosché

Goethe-Universität Frankfurt am Main

Panel: Pentzold, C. & Sommer, V. *Analyzing multimodal digital discourse. Methodological foundations, methodical approaches, and research practices for studying discourse in convergent media.*

This paper examines human-non-human interactions in a binational museum exhibition on immigration. The exhibition was produced by four institutions in Paris, France and Berlin, Germany: Cité Nationale de l'Histoire de l'Immigration, Goethe Institute, Deutsches Historisches Museum, Kreuzbergmuseum. The study analyses how the public is represented and enacted in museums by examining how knowledge about the Self and the Other is produced on the micro level of multimodal interaction. The analysis of different paradigmatic approaches to migration in museums describes these epistemic cultures within a global culture industry in order to determine the effect they have on the political recognition of immigrants in European society. A microsociological contextualisation analysis is put together which combines elements of ethnomethodological interaction analysis, poststructuralist discourse analyses and analytical ethnography. The analysis focuses on the interaction between the museum as an institution and the general public by means of recordings of interactions in the museum and the mass media (e.g. in guided tours, interviews, guestbook entries, work documents, publications, the press, radio and TV). Particular attention is paid to the relevance and intersection of different material and discursive modalities in museum and media interactions (how mass media broadcasts are included, referred to or produced in the exhibition space and how the exhibition is discussed in newspaper commentaries on the Internet). In text and talk participants simultaneously refer to and (re)produce an enabling and constraining context. The simultaneous references to and construction of discourses is accomplished by multimodal contextualisation cues, which serve as a methodological anchor point for the analysis. Results of the analysis show that not only does the content of the exhibition deal with public negotiations of immigrant representations, but the museum work and reception itself constitutes an asymmetrical, cross-cultural stage for negotiation. The analysis shows firstly what has been said about, in and through the museum, secondly to what extent and how immigrants are themselves speaking or are talked about and thirdly how subjects are thereby positioned in relation to each other and to the national public. A three dimensional model of contextualisation is proposed to conceptualise how the global and the local intertwine as knowledge, memory and identities are attributed and negotiated in multimodal institutional contexts.

Music for persuasion in digital stories

María Dolores Porto Requejo
Universidad de Alcalá

Panel: Díez Prados, M. & García Gómez, A. *Rational and Emotional Persuasion in the digital world*. Multimodal, digital stories make use not only of words, but also of images, sounds and music in order to persuade their audience. Particularly, this paper addresses the role of sounds and music as the *pathos* in digital stories, that is, the narrators' appeal to their audience's emotions. Contrary to rational persuasion, which requires a cognitive effort on the side of the audience, music in a digital story is usually out of the focus of attention and so elicits an emotional, unconscious response in the audience.

In order to show how music becomes a persuasive strategy in digital stories, different kinds of musical soundtracks will be examined in a sample of thirty stories, already collected for previous work on digital stories (Alonso Belmonte et al. 2013, Porto & Alonso 2014). Next, the way they contribute to meaning construction will be analysed in terms of evaluation, narrative transportation, cultural identification and emotional involvement (Green & Dill 2012, Yan & Yang 2013). Besides, cultural aspects and intertextuality will also be taken into account, since culture also influences which situations, or which kind of music, lead to particular emotions (Johnson-Laird & Oatley 2000).

This work will evidence that the background music in digital stories acts as a powerful persuasive technique that makes the audience get involved in the events narrated and so persuade them into a change of attitude towards a definite aspect of the world.

Live-comments of football matches: Different channels, different discourses?

Gigel Preoteasa
Université de Bourgogne

This study aims to analyse the online football commentary and will address the micro discursive analysis in online communication. The hypothesis relates to the digital textuality, the communication continuum proximity/distance (Koch/Oesterreicher 2011), and the "*amalgamation of means of communication*" (Maingueneau 2014:190) which can impact the traditional writing since "*the emergence of a new enunciative device gives rise to new genres leading to subsequent modification of those which existed previously*" (Lorda Mur 2014:156).

The current study is based on a digital corpus (20,864 tokens) of eight football commentaries during the 2014 World Cup (www.lequipe.fr). The micro-analysis of this corpus will reveal the discursive characteristics of a football live commentary at different linguistic levels, in a top-down approach. Firstly, we focus on brevity in the online commentary; secondly, we analyse syntactically the elliptical utterances, such as "*Corner allemande, côté droit, que l'arrière-garde brésilienne négocie plutôt bien*" or "*Carton jaune pour Dante après une faute d'antjeu*". The lexical analysis shall consider the dissemination, at discourse level, of the terms not meeting the condition of brevity.

This analysis revolves around the notion of “*proposition-énoncé*” (Adam 2011:83), which fits to the structure of a *live comment*, composed of short sentences, as minimal textual units – products of the act of enunciation (*énoncé*), and a syntactical-semantic micro-units (*proposition*).

The results confirm our hypothesis that the computer-mediated communication impacts on the online commentary. Consequently, we identify how such channel modifies/influences the related discourse since these commentaries tend to favour certain linguistic markers enabling the construction of a *channel* identity.

Variation in indirectness in computer mediated discourse among Russian and Kazakh females

Aisulu Raspayeva
Georgetown University

Indirectness as a resource of face-to-face communication shows links to gender (Lakoff, 1973) and culture (Tannen, 1981) being less explored in computer-mediated discourse. Taking CMDA as a framework (Herring, 2004, 1993), this study examines variation in means of indirectness in online interactions among Russian and Kazakh females. Its analysis units were *tag questions*, *explicitness of phrasing*, and *presenting the main point* (immediate or delayed) that were examined across several speech acts (cf. Tannen, Lakoff). The data comprise 123 naturally-occurred online conversations (Facebook and V Kontakte.ru) from 15 Russian and 15 Kazakh participants and 22 of the researcher’s personal conversations (participants’ ages average ~ 25). All conversations take place in Russian with an average conversation length of 15 turns. Excerpts of transcripts were categorized by speech act and coded for indirectness-producing linguistic devices. The results of the study showed variation in indirectness across such speech acts as *requests for information*, *asking of favors*, *refusals*, and *complimenting*. In *requests for information* and *asking of favors*, there was variation in the use of wh-questions: out of 38 total instances, 31 were from Russian females (82%) and only 7 were from Kazakh females (18%); the use of the modal verbs: out of 33 total instances, 24 in were from Russian females (72%) and only 9 were from Kazakh females (28%); and the use of verbs in an imperative form: out of 15 total instances, 13 were from Russian females (86%) and only 2 were from Kazakh females (14%). Second, Russian female users immediately presented a discursive main point in both speech acts. In contrast, Kazakh females used more tag questions: out of 22 total instances, 19 came from Kazakh (86%) and 3 came from Russian data (14%), and asked preliminary questions before stating a main point: out of 18 total, 14 were in Kazakh (85%) and 4 were in Russian data (15%). Next, Russian females immediately issued direct refusals and directly complimented interlocutors through the use of 2nd person pronoun while Kazakh counterparts delayed the moment of refusal and indirectly complimented through the use of 3rd person pronoun. These results suggest that indirectness as a facet of discourse may be linked to a culturally-dependent factor as style.

Indefinite *uno* as a mitigation strategy on the Spanish Yahoo QA forum

Marie Rasson

Université Catholique de Louvain

Panel: González García, V. & Pano Alamán, A. *Mitigation strategies in Spanish digital discourses.*

In this paper, we study the Spanish pronoun *uno* ('one') in its indefinite use in a digital genre, the online forum *Yahoo Questions and Answers (YQA)*, from a pragmatic perspective. The main communicative function of this genre is advice seeking and giving (Placencia, 2012).

A careful analysis of the YQA corpus shows that *uno* fulfills different pragmatic functions, which can be related to different kinds of mitigation: dissolve the sender and / or addressee and hence protect their image (1), address a larger audience, include oneself in the reference, give more evidential weight to the advice (Scheibman, 2007), remain vague and create a link between the sender and addressee.

(1) *HOMBRES, que buscan de una mujer en el acto sexual? (...)*

*lo preguntas para llamar la atención? porque esto es algo que se responde **uno** automáticamente en el acto sexual*

'MEN, what do you want from a woman during sex? (...)

you ask this to get attention? because this is something that one automatically responds in the sexual act'

Besides the multiple functions related to the pronoun, we also established a series of different interpretations of the *uno*, for which we propose a scalar typology, ranging from completely generic to completely specific (referring to one person, e. g. the speaker).

Combining both the pragmatic functions and the interpretational types, we find that mitigating *uno* is rather linked with the interpretations based on the addressee or the sender, or both. Moreover, these interpretations are more frequent in this genre in comparison to written academic genres, which we relate to the importance of advice in YQA.

Lies and the fine line: Doing authentic inauthenticity

Jessica Robles

University of Washington

Panel: Pantelides, K., Robles, J. & Hopton, S.B. *Constructions of Ethos in Asynchronous Digital Communities.*

From Jonathan Swift's 16th century essay to Alanis Morissette's 1995 song, nonliteral discourse is a contested communicative form that has regularly occupied a place in public discourse. In nonliteral discourse, stated and implied meanings differ or contradict; examples include exaggeration, sarcasm, irony, parody, and satire. This presentation examines how nonliteral discourse is accomplished in a particular speech genre (movie reviews) and mediated context (online text and video), and how this may offer insights into cultural meanings of veracity and authenticity. The analysis inspects five North American movie review websites (two text-based, two

video/vlog-based, one mixed) alongside site comments. Videos were transcribed and text/comments copied; these were analyzed using discourse analysis.

One common form of nonliteral discourse in online movie reviews is to give a review of a film that is opposite to the actual opinion of the reviewer. Cues of implicit meaning include tone of voice, and contradicting one's own statement, known facts about the world, shared cultural assumptions, and/or what is known about the site or reviewer's general stance. These discursive practices are used in different ways in the digital medium, and depending on whether the medium is primarily text or video-based. That a review is successfully ambiguous in its nonliteralness is borne out by audience comments like "took me a minute...", "okay, ya got me with the first few paragraphs," and "Oooooohhhh, you so got me. I was ready to delete HMD from my favorites!" (HMD).

A number of specific strategies are deployed to present what are technically "lies" in such a way as to accomplish their opposite meanings. Though such strategies are (literally and logically) contradictions and paradoxes, they impart what might be called a "truth of mood" (Vincent-Marelli, 1997). By exploiting the ambiguity and negotiability of nonliterally-professed opinions, reviewers rely on a significant shared cultural understanding and community familiarity, building ethos through intersubjectivity.

Pedagogy, audience, and attitudes: Influencing metalinguistic awareness about texting practices

Rebecca Roeder, Elizabeth Miller & Pilar G. Blitvich
University of North Carolina at Charlotte

A pedagogical focus in college linguistics classes on evolving norms of practice for digitally mediated communication (DMC) is an emergent phenomenon that has thus far received little attention in the research community. Patterned after survey studies that have found that students' attitudes towards non-standard language varieties, such as African American Vernacular English, can change after taking a single linguistics class (e.g., Bowie & Bond 1994; Smitherman & Villanueva 2000; Bündgens-Kosten 2009), this paper presents the results of a pilot study that examined the impact of classroom instruction on attitudes about language use in texting. Results are based on analysis of survey data collected in Spring 2015 from 56 students across three introductory linguistics classes at the University of North Carolina at Charlotte, one of which focused specifically on the linguistics of DMC (N = 19). Our observations support previous findings that explicit instruction leads to increased awareness of pragmatic norms (Kasper & Rose 2003). Sixty-one percent of students in the target class reported that the course changed their perceptions regarding what is appropriate use of language in texting. Students in all three classes demonstrated significant pragmatic awareness of audience with respect to DMC at the beginning of the term (Pavalanathan & Eisenstein 2015) and qualitative comments in the surveys provide evidence of awareness about acceptable pragmatic roles for DMC features such as emojis and the relationship between non-standard spelling, humor, and close rapport. However, by the end of the term only 16% of students in the target class still felt that they used "proper" grammar in all their texts messages, a drop from 37% at the beginning of the term. Furthermore, detailed results about who students felt they would make a point of using proper grammar with displayed clearer differentiation by the end of the term

in this class. Both findings indicate increased audience awareness as a result of taking the class. Additionally, by the end of the term, only one student in the target class reported a belief that texting can lead to bad grammar in formal written work for school, suggesting that folk ideology about DMC (Thurlow 2006) can change after just one class. Crucially, however, although the majority of students in the target class reported a more open perspective in general at the end of the term, prescriptive expectations still governed in the evaluation of specific non-standard language forms typically associated with texting language. We tentatively conclude that meta-discussion such as that which takes place in a university classroom focused on DMC can positively affect language ideology and awareness in an abstract way, but it potentially has less effect on actual language usage and evaluative judgments in practice.

Linguistic expert creation in online health practices

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Universität Basel

In this paper we focus on the linguistic creation of expert identities in online health practices. In order for their readers to take up information or advice, accept support, or remain on site, writers need to position themselves as trustworthy and credible (Locher 2013; Harvey & Koteyko 2013; Richardson 2003). Writers use various means to establish trustworthiness and credibility; such as showing empathy, active listening, using humor, and constructing expertise. Expertise is especially interesting since it facilitates important activities such as advising and informing in online health practices. We address the following research questions: How do writers create expert identities in health contexts where credibility is important? To what extent does the computer-mediated context shape/facilitate/empower the practices observed? The data used are from an online advice column and the project “Language and Health online” (<http://language-health-online.unibas.ch>), in which we deal with e-mail counseling and online smoking cessation in the UK. Discursive strategies to enact expertise have been identified through discourse-analytical close readings. Results show that sources with the participant structure “institution-to-many” quote facts in number and percentages, refer readers to other sources or to research and formulate their answers such as to accommodate a large readership to create credible expert identities. Counselors can highlight their expertise by referring to their professional experience, but they also position clients as experts, for example by requesting further information. Clients gradually create expert identities for themselves by becoming more self-reflective during counseling. In many-to-many support groups, lay writers construct expertise by normalizing problems and predicting future developments in help-seeker’s lives, sharing their own experience and referring to community knowledge. This leads to theoretical considerations on how contextual factors (social, technological, ideological, etc.) influence expert creation in diverse datasets.

How Multimodal Discourse Analysis and digital competence merge into a pedagogical proposal

Noelia Ruiz Madrid
Universitat Jaume I

In order to help students cope with digital texts, it is necessary to facilitate the development of a digital competence (Villanueva *et al.* 2008). The design of specific tasks to improve digital literacy in the context of foreign language teaching requires an analysis of web genres that calls for a multi-faceted framework that takes account of generic features deriving from the medium (Shepherd and Watters 1999; Crowston and Kwasnik 2004; Askehave and Nielsen 2005; Villanueva *et al.* 2008) and the new multiplicity of modes, genres, functions and voices (The New London Group, 2000). Indeed, hypertext broadens the notion of text beyond purely linguistic elements and *multimodality* and *multisemiotics* play a fundamental role in the nature of digital genres. This multiplicity brings along not only new opportunities but also problems and challenges: consumers may find it difficult to find references to interpret the texts and might be overwhelmed by cognitive overload. We need, therefore, to train students into a new digital competence. This paper shows how a Multimodal Discourse Analysis Approach (Fortanet-Gómez, 2014; Querol-Julián and Fortanet, 2012) on digital genres affords the design of specific tasks focused on raising students' awareness on multimodality in oral presentations paving the way for a comprehensive understanding of digital genres.

A critical sociolinguistic analysis of transnational SMSes: Vernacular literacy practices among unschooled migrants in Barcelona

Maria Sabaté Dalmau
Universitat de Lleida

From a critical perspective of an ethnographic basis, this paper investigates the linguistic features of transnational SMS talk, focusing on the heteroglossic multilingual text messaging practices of a small group of 20 heterogeneous migrants (mostly from Pakistan and Morocco), who, undocumented, established transnational networks in the outskirts of the Barcelona metropolitan area. By drawing on the analysis of a selection text messages as well as on a range of visual materials with ICT-mediated vernacular literacy practices collected over two years of fieldwork, I first show that migrants employ highly-flexible, non-elite written multi-*linguae francae* which are based on heterography, orality, anti-standardness, and transidiomaticity (Jacquemet 2010; Makoni & Pennycook 2012). I argue that these are the more-horizontal, fully-fledged “we codes” by means of which non-schooled transnational populations successfully establish daily intercultural communication and re-distribute and protect resources which are crucial for transnational survival (i.e. SIM cards; job vacancies; rooms for rent) among themselves. I then explore the social indexicalities of such hybrid SMS practices, and claim that, against the widely circulated viewpoints which classify them as “deviant” codes or as “non-languages”, a collaborative, user-oriented approach to these transnational migrants' SMS (Androutsopoulos 2007; Thurlow & Mroczek 2011)

offers an insight into how marginalised citizens attain the degree of social agency or power to re-negotiate their belonging to their host societies and to publicly show, and to vindicate, their self-incorporation into the prevailing Western literacy regimes of doing language.

Taking to the net to vent one's spleen: A linguistic analysis of positive and negative feedback on critizen.com

Shima Salameh Jiménez & Elena Pascual Aliaga
Universitat de València

Computer-mediated communication is a complex and variable phenomenon (Herring, 2001: 612). Technological advances generate new challenges, new objects of study and new research perspectives.

This paper focuses on a newly-emerged interactive network space in the Spanish-language: *Critizen*, a website and smartphone application that could be defined as a 'passion-centric network' (Fraser and Dutta, 2008: 5). *Critizen* allows users to evaluate companies in a 100-2000 characters text, which can contain geolocation information and images. In order to create a review, users need a Facebook, Twitter or Google+ profile. They also choose one of five proposed personal status updates (e.g. "furious", "indignant", "happy"). Interaction is facilitated as other users comment on, like and share the posts.

This paper conducts a comparative study of texts on the *Critizen* website. We analyze the use of some linguistic features (speech acts of complaint [Olshtain and Weinbach, 1993], narrative structures [Baixauli, 2000], intensification resources [Vergara, 2012]) to draw conclusions about the differing linguistic configuration of positive and negative reviews in Internet discourse.

We created a corpus of 100 texts and compiled a database containing qualitative data (types of speech act, structure of the narration) and quantitative features (length of the posts, number of comments). The results were analyzed through the SSPS package and some statistic proofs (Pearson Chi-Squared test, Multidimensional scaling).

The conclusions obtained shed light on the characteristic features of evaluating-interactions in cybernetic exchanges.

Interaction in digital discourse - A micro analysis of ten popular blogs

Elise Salonen
University of Helsinki

This study investigates interaction in the digital environment, targeting specifically how bloggers interact with their audiences. The material consists of ten popular personal blogs, from which fifteen entries are chosen (altogether 150 blog postings). In addition to the blog postings, the material also includes all the comments contributed by the readers. The theoretical framework comprises research conducted in *digital discourse* (Thurlow and Mroczek 2011) in general and methodologically what Herring (2004) has termed *computer-mediated discourse analysis*.

Additionally, the research paradigms that are used for this investigation include pragmatics and interactional linguistics.

The blog postings are analyzed together with the comments contributed on the blogs by the readers. The analysis focuses on three levels of interaction: firstly, the content of the blog postings and the comments are examined to investigate topic consistency; secondly, the discourse moves themselves are analyzed to shed light on the dynamics of interaction; and thirdly, the interactive elements are inspected against the frame of reference of reciprocation, aiming specifically to discern the reciprocation of self-disclosure (regarding e.g. thoughts, opinions and emotions).

Blogs might be easily considered as consisting of one-way communication, when in fact the discourse present in blogs can be much more complicated and interwoven (cf. Bolander 2013). This research will shed light on the social constructions of discourse in blogs and investigate the interactive elements from a pragmatic perspective. Consequently, the study will illuminate the form and function of interaction in this specific genre of digital discourse.

Are emoji the new punctuation marks? Insights from WhatsApp chats

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Universitat de València

Emoji, the modern inheritors of textual emoticons, are little faces and images that populate instant messaging conversations. Several studies have analyzed the use of emoticons (Darics, 2012; Derks, Bos, & von Grumbkow, 2007; Dresner & Herring, 2010; Rezabeck & Cochenouor, 1994; Yus, 2014), but little research has been done specifically on emoji.

The present research aims at deepening the knowledge of the use of emoji and especially its relationship with punctuation marks. Several authors have stated that emoticons may have assumed the functions of punctuation marks in computer-mediated communication (Provine, Spencer, & Mandell, 2007; Vucheva, 2014). The present study will test the same hypothesis for emoji. A corpus of 303 WhatsApp conversations was analyzed and all occurrences of emoji were retrieved and classified. Subsequently, the use of emoji was examined, taking into account the position of the emoji in the turn, the co-occurrence with punctuation marks (either in its regular use or as cue) and its function in discourse. Quantitative and qualitative analysis were conducted. Results showed that emoji were mainly placed at the end of the sentence or in isolation and punctuation marks were typically used as cues, with the exception of question marks. Nevertheless, the assimilation of emoji with punctuation marks is questioned and new paradigms for the future study of these little faces are outlined.

'I keep remembering things he did from the past :('. Men perpetrators as social actors in women's digital reported experiences with intimate partner violence

Alfonso Sánchez-Moya
Universidad Complutense de Madrid

Despite the major awareness and concerns around it, intimate partner violence (IPV) is still widespread in many areas of the world. Broadly speaking, it has been reported that one in four women experience domestic violence in their lifetime and even more recent figures suggest this is far from improving.

This topic is remarkably under-researched from a critical discourse analysis (CDA) perspective. Considering that CDA is concerned with the analysis of linguistic aspects of social problems (Fairclough, 2003), I address this social issue by exploring the discourse of women victims of IPV from a micro-textual perspective, using van Leeuwen's Social Actors (SAs) Approach (2008) as my main analytical framework.

Despite the increasing tendency within applied linguistics to do so (Barton & Lee, 2013), there is still a paucity of research in this field which resorts to digital environments to collect data from there. However, this paper mainly seeks to analyse the discursive realisations of men perpetrators as SAs by using an estimated corpus of two hundred messages hosted in a public forum. In addition to this, I contrast realisations of men perpetrators coming from digital sources with those identified in spoken discourse, using for this a dataset of six interviews with women victims.

Findings show the most common discursive realisations of men perpetrators as SAs in these two sources and compare them, focusing on the way the online/offline contexts may trigger the use of some linguistic choices from others. Furthermore, I conclude by connecting these linguistic realisations in the micro-textual level with research in the macro-level of abused women's discourse (Baly, 2010).

Redefining genre boundaries: The case of NTSB's air-catastrophe reporting online

Carmen Sancho Guinda
Universidad Politécnica de Madrid

In this paper, which straddles the conference strands of 'digital genres' and 'multimodality in digital discourse', I explore the current textual features, resources and genre dynamics of the online air-catastrophe reporting issued yearly by the U.S. National Transportation Safety Board (NTSB). The most recent affordances of computer-mediated communication, together with the specific legal and cultural scenario surrounding such reporting, have blurred its original genre boundaries and produced a hybrid whose dynamicity is based on four major phenomena: *constellation*, *popularisation*, *appropriation* and *literalisation*, with pragmatic and stylistic effects not found in any other transportation agency round the world. From an eclectic theoretical framework comprising Corpus Linguistics, Pragmatics, and Genre, (Critical) Discourse and Multimodal Analysis and merging I examine over 1,500 samples of fatal probable-cause NTSB aircraft-accident dockets between 2005

and 2012, of which a small percentage has selectively incorporated animations. My claim is that, as a consequence, NTSB dockets are evolving into a popularised blend of technical report, entertainment storytelling and informative journalism in the service of institutional branding.

Transcribing relevant electronic actions in videoconferencing

Aranzazu Santos Muñoz
Uppsala University

In order to investigate multimodal online interaction methodological decisions have to be implemented, such as whether it is important to transcribe the material to get analyzed. In this sense, the specific medium plays a crucial role (Hutchby, 2001; Sindoni 2013). The aim of my presentation is two-folded: first, I propose a systematic method of transcription, which results from the application of the CA methodology (Sacks et al., 1974; Jefferson, 2004). In my research this method has been used for the transcription of multimodal interaction that takes place within an educational setting, where the openings of online encounters have been analyzed. The following extract illustrates the beginning of an online encounter with four students of Spanish:

- | | | |
|----|-----------|---|
| 1 | LOLA: | <input checked="" type="checkbox"/> |
| 2 | CARMEN: | <input checked="" type="checkbox"/> |
| 3 | | (1 min 16 seg) |
| 4 | LOLA: | ⊙ |
| 5 | | [(57.0)] |
| 6 | LOLA: | [[<i>(makes arrangements, webcam, hair)</i>]] |
| 7 | ELISE: | <input checked="" type="checkbox"/> |
| 8 | | (15.0) |
| 9 | LOLA: | ⊖ |
| 10 | | (37.0) |
| 11 | ELISE: | ☀ |
| 12 | | (3.0) |
| 13 | ELISE: | ✕ |
| 14 | | (5 min 09 seg) |
| 15 | DAMIAN: | <input checked="" type="checkbox"/> |
| 16 | | (32.0) |
| 17 | <DAMIAN>: | <hola!> |

Secondly, I show that the transcription of electronic actions such as opening the webcam ⊙ or closing the webcam ⊖ may play an important role within the analysis of multimodal data since it may help the researcher to identify patterns of conduct that emerge from the interaction of multiparty encounters. Keeping in mind these observations I suggest that electronic actions may be considered as resources in their own right and can be used for producing different courses of action.

Transcription conventions

- ☑ entering the videoconference room
- ⦿ opening webcam
- ⊗ closing webcam
- ☼ opening microphone
- ✂ closing microphone
- ((*gestural*)) visual or gestural conduct
- <ANA>: participant communicating through text-chat
- <hola> turn that appears on the text-chat
- (3.0) silence expressed in seconds
- (5 min 09 seg) silence expressed in minutes and seconds

‘Virtuous me and guilty others’ in Facebook: The discourse of underserved suffering in Turkey and its contemporary online articulation

Özlem Savaş
Bilkent University

As an online social network site, Facebook serve various practices of self-formation and expression. A particular type of such practices is the revelation of feelings of resentment, disappointment and anger that are caused by the perceived unfair treatment by others, through writing status updates and sharing apropos aphorisms by ordinary or famous people. These online modes of crying, whining, complaining and accusing, assign guilt to the others and reassure the self as innocent-yet-suffering. Narratives of the undeserved suffering in Facebook achieve a comforting differentiation of the ‘virtuous self’ from ‘guilty others’, as well as creating an emotional collectivity and satisfying the need and demand for compassion through online supporters, i.e. those who like the message or make an encouraging comment.

Based on critical discourse analysis of examples of telling Facebook about the virtuous self and guilty others, this paper explores how the discourse of undeserved suffering is articulated in online sphere as part and parcel of an age-old discourse of *mazlumluk* in Turkey. *Mazlumluk* refers to a state of celebrated suffering due to unfair and ill-treatment despite innocence and functions through a clear demarcation between good and bad people. The recent online narratives and practices of undeserved suffering reflect and contribute to the discourse of *mazlumluk*, which has been historically shaped by social, political and religious structures, as well as popular culture in Turkey. However, the innocent-yet-suffering subject of Facebook differs from its predecessors and offline counterparts significantly as s/he speaks out the unfair treatment, while *mazlumluk* actually involves a silent resignation and fatalistic wait for justice. Through focusing on new digital communication technologies with a recognition of the historical and local context, it will be argued that the recent online articulation of the discourse of undeserved suffering demonstrate both continuities and discontinuities with the age-old discourses and practices.

Is there a transnationalization of public spheres? A comparison of two global political issues

Wolf J. Schuenemann, Stefan Steiger & Sebastian Stier
Heidelberg University

This project analyzes the degree of transnationalization of Twitter communication on two global political issues: climate change and net neutrality. Theoretically, we apply the concept of transnational discursive spaces (Castells, Keller, Pries) transcending political and media systems. We arrive at two competing hypotheses: Transnationalization is higher for climate change discourses, since it is an established policy field with a considerable transnational institutionalization (H1). Transnationalization is higher for net neutrality discourses, since online activism is globalized especially if the rights of internet users themselves are at stake (H2; cf. ACTA). We extract Twitter messages containing #netneutrality or #climatechange posted between January and March 2015. First, we map and compare the geographical landscapes of the two policy fields by using information about the geolocation from the Twitter API. By doing this, we can ascribe tweets to national discourse communities. Step two is a comparative corpus linguistic analysis. We analyze the diffusion of discursive elements between users from different discourse communities in order to assess the degree of transnationalization of political online communication in the two fields. Is Twitter communication on global political issues transnational? Or do we find divergences between territorially bound discourse communities even when English is used as language of communication?

Pragmatic contribution of hashtags on the social networking site Twitter

Kate Scott
Kingston University London

In this paper, I take a cognitive approach to digital discourse analysis by considering the pragmatic contribution of hashtags on the social networking site Twitter. Taking a relevance-theoretic (Sperber & Wilson, 1986/95; Carston, 2002) perspective, I argue that hashtags contribute to relevance by adding a layer of activation to certain contextual assumptions and thus guiding the reader's inferential processes. The information contained in a hashtag may guide the hearer in the derivation of both explicitly and implicitly communicated meaning, and may also have stylistic consequences.

Twitter facilitates one-to-many, asynchronous communication, and Tweeters are often communicating with an 'imagined' or 'invisible' audience (boyd, 2010). This creates what Marwick and boyd (2010) and Wesch (2009) have labelled 'context collapse', with tweeters unlikely to be able to assume that they share contextual assumptions with all or any of their audience. I draw on a range of examples from Twitter, and argue that hashtags have developed beyond their original search functionality to allow users to make certain contextual assumptions highly accessible to their readers. In this way, hashtags can be used to bridge the gap between the tweeter's cognitive

environment and the potentially disparate cognitive environments of the readers. In doing so, they facilitate the use of an informal, casual style, which might otherwise be surprising given the unpredictable and largely anonymous nature of the Twitter discourse context.

Twitter, politeness and self-presentation

Maria Sifianou & Spyridoula Bella
National and Kapodistrian University of Athens

Given the expansion and availability of the internet, microblogging has become an increasingly popular means of interaction among its users (Bou-Franch & Garcés-Conejos Blitvich, 2014). One such free microblogging service is Twitter, which offers an easy platform for registered users to post brief messages. Through these messages, twitterers exchange views and information on both private and public issues. It is thus a rich source of naturally occurring, digital data (e.g., Androutsopoulos, 2006; Locher, 2010) and “a valuable source of people’s opinions” (Pak & Paroubek, 2010: 1320).

Motivated by the informal and spontaneous nature of communication through social media channels and its potential *value* as a source for studying lay people’s understandings of politeness, we have been gathering public text data in Greek drawn from Twitter’s huge repository. Searching for instances of the keyword *ευγένεια* (‘evgenia’, politeness in Greek) within text messages or twitter tags (# hashtags), we have constructed the Twitter Corpus of Greek Politeness (TC-GP) consisting of 345,000 words and 19,550 tweets. For the purposes of the present study, the TC-GP was loaded to *Sketch Engine* and 195 tweets were isolated which included the keyword phrases, “politeness is/is not” in an initial attempt to identify specific views on what politeness means to Greek posters.

It appears that this data set exhibits both similarities and differences when compared to previous related corpora collected through questionnaires. The main similarity is that politeness in both cases appears to be understood in very broad terms and is not restricted to verbal behaviour. On the contrary, the views expressed in the current corpus appear to reflect the affordances of the medium which offer a platform for users to claim authority and knowledgeability.

Multimodal corpus analysis of digital video data: Issues, challenges and potentialities

Maria Grazia Sindoni
Università degli Studi di Messina

Panel: Pentzold, C. & Sommer, V. *Analyzing multimodal digital discourse. Methodological foundations, methodical approaches, and research practices for studying discourse in convergent media.*

This contribution discusses problems, challenges and possible solutions for web-based video analyses, drawing on web-based multimodal video corpora (Sindoni 2013). Issues in video analysis and interpretation have been discussed in research literature (Jewitt, van Leeuwen 2001; Norris

2004), but the implications of constructing, developing and analyzing multimodal digital corpora are still under-researched.

In spontaneous web-based video interactions, participants are located in different places, whereas the screen provides illusory perceptions so that the co-construction of context needs to be re-negotiated by participants. Furthermore, video data analyses suggest that a model entirely based on writing fails to reproduce seminal aspects, such as kinesics, proxemics and gaze.

The research questions investigated in this paper are:

- How can a multiplicity of modal resources (including speech and writing) be tagged and which level needs to be foregrounded in the annotation of multimodal corpora?
- What is the role of writing, screenshots, and drawing in multimodal transcriptions?

Different contexts of spontaneous video interactions require large amount of data for both quantitative and qualitative analyses that can coalesce by experimenting with methods from multimodal corpus linguistics (Baldry, Thibault 2011). The study thus presents a flexible model of transcription and annotation that combines available resources (e.g. writing, screenshots and drawing) according to research priorities, ultimately considering multimodal corpus linguistics as a viable methodology for the analysis of digital video data (Sindoni 2014).

Discourses on crisis in the digital age – Argentina, crisis and resilience

Simone Sörensen
Universität Kassel

Every crisis requires an analysis of cause and effect and a strategy of overcoming it. The ability of people or societies to overcome crises and even use them as a motor for development is described in the concept of resilience which is well known in psychological research (cf. Welter-Enderlin 2012: 13).

In the last decades, Argentina has been repeatedly confronted with heavy economic, political as well as social crises. In 2014, Argentina once again had to face an imminent national bankruptcy as a consequence primarily of the still unresolved battle with U.S. hedge funds about the payment of debts from the crisis in 2001. This battle came to a climax in August of 2014 when Argentina partially defaulted.

Argentina's repeated confrontation with crises leads to the hypothesis that the task of dealing with crises became a part of the national identity. Additionally Argentina developed a culture of resilience, shown in a close connection between the discourse on resilience and the discourse on crisis. The hypothesis of a resilient Argentine society is the subject of a linguistic discourse analysis based on a corpus of Argentina's debt crisis with the "fondos buitres" ("vulture funds"). The study shows how crisis and resilience are portrayed in the discourse as parts of the Argentine national identity and what patterns can be found in constituting these two categories through language.

The discourse on crisis and resilience is transported to a large part through the media of mass communication, which increasingly converts into digital discourse. In addition to traditional newspapers, online versions and other web-based news sites are rapidly gaining ground. This trend implicates new dynamics for the development of discourses and opens up new possibilities and challenges for the (linguistic) analysis of corpus data. Contrary to print versions, online platforms

can immediately react to incidents and offer multimodal elements such as videos or hyperlinks (cf. Fraas/Meier/Pentzold 2012). Therefore, it is of particular interest how recipients use the new web-based possibilities of commenting on newspaper articles (cf. Gobbi 2010). This contribution aims to describe online comments as an emerging discourse type and to discuss how this new form of commenting shapes multimodal online interaction.

Framing ‘new media’: Media ideologies and social narratives of digital technologies

Tereza Spilioti
Cardiff University

This presentation aims at critically reviewing previous research on “Big D” Discourses (Gee 2010: 34) about digital communication (e.g. Thurlow 2013, Marwick 2013), while providing new evidence from social narratives embedded in contemporary digital technologies. It focuses primarily on digital discourse appearing in areas regulated by web designers and developers (e.g. the “about” pages of Facebook and Twitter, the ‘social’ buttons of SNS interfaces).

The presentation reveals four key clusters around which social narratives are organised: (i) digital (a)sociality; (ii) issues of equality and diversity; (iii) youth and digital media; and (iv) digital language. It, then, traces these four clusters along a continuum between utopian and dystopian visions of digital communication (Baym 2010), as discussed in public debates. In doing so, it reveals how particular orientations appear to prevail in certain public domains and it explores the role of wider (language, political, media, etc) ideologies in the articulation and reproduction of such narratives. In order to achieve this, the analysis of specific examples from current social media will focus on two inter-related issues: (i) the strategic use of a range of micro-linguistic, stylistic, and narrative resources through which varying discourses about the aforementioned key issues are articulated and modulated; and (ii) the ways in which such social narratives interplay and sustain/challenge particular ideological frameworks (e.g., capitalism, neoliberalism, language purism) associated with relevant groups of actors and institutions (e.g., social media corporations).

The presentation concludes with pointing to avenues for further research in the area of critical discourse studies of digital communication, including attention to technologists’ discourses beyond the US context and circulation of social narratives across different domains of institutional practice.

The role of customer online reviews in the discourse-dialogic construction of hotel websites

Francisca Suau Jiménez
IULMA, Universitat de València

Panel: Suau Jiménez, F. & Lorés Sanz, R. *Interpersonality in digital communication types: academic, professional and disciplinary variations.*

The internet as a tool for travel and tourism has triggered or reshaped new webgenres (Herring et al. 2005), also known as digital modes or phenomena (Thurlow and Mroczek 2011, Herring 2013)

that have revolutionised the way discourse is modelled. A great amount of *word-of-mouth (WOM)* information has thus appeared, partly through consumer-generated *online reviews* (Gretzel and Yoo 2008; Sandvik, Arnett, & Sandvik 2011). These digital communication types are of great value to hospitality marketers since they offer a solution to the “problem” of the intangibility of their products (Zhang, Yea, Law and Li 2010), thus facilitating that hotel websites are updated, refining their proposals to match customer demands.

Online reviews can be regarded as a webgenre within another webgenre. Through them, customers deploy a strong *interpersonal stance discourse* evaluating the hotel’s quality and services, and making specific requests via positive or negative *attitude markers* as well as *boosters* (Suau-Jiménez 2012). This stance discourse should ideally be incorporated into the hotel website’s textual part and transformed into engagement strategies that address readership.

This research attempts to assess whether hotel websites include the aforementioned writer-reader interplay using stance markers from customer reviews and transforming them into engagement strategies, which are necessary to construct a persuasive enough discourse. To this end, four hotel websites of high and medium rating categories containing customer reviews are analysed, both quantitative and qualitatively. Results will allow a deeper interpersonal knowledge of the role of online customer reviews in the discursive construction of hotel websites.

Conflict in digital discourse: *Cosmopolitan* and the US 2014 midterm elections

Maite Taboada - *Simon Fraser University*

María Aloy - *Universitat de València*

This study uses corpus-linguistic methods to evaluate the presence of conflict in the new political topic introduced by *Cosmopolitan* magazine during the US midterm elections in 2014.

Cosmopolitan is known around the world as the prototypical frivolous women’s magazine, printed in more than 25 languages and published in more than 110 countries. In 2014, the US edition of *Cosmopolitan* declared an intention to influence politics. The *Cosmopolitan* editors decided to endorse political candidates whom they considered more acceptable from the point of view of women issues. *Cosmopolitan* created a blog and a Twitter hashtag (#CosmoVotes) specifically devoted to discussing topics such as women labour rights or abortion.

The main goal of our analysis is to measure the level of conflict, specifically opinions about the topic of abortion in articles and comments. We try to answer four main questions: What is the position of *Cosmopolitan* inside this controversial topic? How do readers react to this editorial position? Are there differences between male and female readers’ opinions? Are there significant differences between left and right political orientations? The results of this study allow us to construct a linguistic evaluation of how this controversial political topic is presented in *Cosmopolitan* discourse. The analysis applies the Appraisal Framework (Martin and White, 2005), originating in Halliday’s Systemic-functional Linguistic theory. Within the three main Appraisal systems- Attitude, Engagement and Graduation- we focus on Attitude and Graduation: how strong or weak the evaluation is (force) and the degree of prototypically (focus).

We will apply this type of analysis to clarify in which terms the level of affective conflict is presented in articles and comments about abortion. The analysis focuses on the annotation of words and

linguistic structures, specifically which of them carry a relevant positive or negative semantic meaning.

Our preliminary results are concerned with the strength of Affect in both articles and comments, and how the level of positive and negative polarities differs between articles and comments.

Digital code-switching: Using Conversation Analysis to investigate the performance of imaginary identities on IRC

Christiana Themistocleous
University of Reading

In this case study we investigate digital code-switching between Cypriot Greek (CG) and Standard Greek (SG), to explore identities indexed through the use of each code. CG is a non-standard variety of Greek spoken in the island of Cyprus and it is used mainly in informal oral communication. SG, the official language of the Republic of Cyprus, enjoys more prestige, serves formal functions and is used in writing. Themistocleous (2009, 2010) found that, although CG does not have a standard, official orthography, written code-switching between CG and SG is now widely used in online chat among teenagers and young adults.

In this study, we follow Auer's (1998) conversation analytic approach and Gafaranga's (2005) view that conversational structure coexists with social structure, to investigate code-switching in the online interactions of Greek-Cypriots. The data to be analysed is obtained from #Cyprus of Internet Relay Chat and consists of approximately 75 hours of recorded conversations.

The results suggest that code-switching in digital writing is influenced not only by macro-sociolinguistic factors but also, it is shaped by the medium- and social-specific characteristics of Internet Relay Chat (Herring, 2007). This, in turn, allows internet users to gain access to different roles, change alignments and perform imaginary identities within this online context. In this study we also evaluate Conversation Analysis, as an approach to analyse data obtained from online written interactions instead of spontaneous spoken discourse.

Facebook and the press. How the newspapers give their news in a social network

Laura Torre
Universitat Pompeu Fabra

Nowadays all the mass media are on Facebook, because nowadays all types of mass communication can't abstract from it. Among the media that now (re)live thanks to Facebook, we find the newspapers. And, with them, their new multimodal language: the press discourses used in Facebook to give news are different from the ones of the "classic" press, also of the web press.

We propose a perspective inside the Discourse Analysis to study the press discourses – their verbal texts and images – on Facebook, keeping in consideration the new forms of lexicon and syntax of the language, the cyber rhetoric and a non-classical distinction between oral and written discourses. Our proposal considers the Facebook discourses as big dialogues – developed also as

other modes of discourse – between the newspapers and the readers-users. We're, after all, in the field of hypertextuality and hypermediality.

Finally, we consider the cognitive aspect of these discourses, the mental representations created by the texts – verbal and not only – of the newspapers and by the commentaries of the readers-users. All this, positioning ourselves in the field of the Critical Discourse Analysis, seeing both the press and Facebook as ideological elements of social power.

To explain all this we analyse a news, a case of violence against women. Because this kind of news is about a social problem still alive; because precisely for the sensitivity of this theme it's interesting to reflect on the language of the press in a social network. And because this is a kind of news where the interaction between newspaper and readers-users is really significant.

Researching informal language learning online: Methodological issues

María José Valero Porrás & Daniel Cassany
Universitat Pompeu Fabra

We address several methodological questions encountered in the course of a multiple case study which explores the informal language learning trajectories of five EFL learners through their digital literacy practices in different online spaces. These questions emerge due to the characteristics of this kind of learning, as it is: 1) ubiquitous, anecdotal, unsystematic and bound to the learners' identities and personal goals (Lankshear & Knobel, 2011); 2) social and involves transnational actors who establish different types of relationships and with whom it is not always possible to make contact (Androutsopoulos, 2013); and 3) private and includes personal data (Barton & Lee, 2013). We focus on three particularly relevant challenges and the methodological choices taken to meet them. Firstly, we outline the process of finding and selecting subjects for the study according to our criteria (same age span, active participation in digital practices in English, limited previous contact with English in formal learning contexts and affiliation with different global participatory cultures); we propose the concept of "affinity space" (Gee, 2007) as a method of tracking down suitable subjects. Secondly, we tackle the problem of providing evidence of spontaneously occurring learning; we report the process of creation a corpus of ethnographic multimodal data consisting of videos of on-screen desktop activity, recorded interviews, observation notes and collected textual artifacts. Thirdly, we discuss issues of online research ethics such as protection of participants' digital identities, privacy and ownership (Kozinets, 2010). Our methodological choices solve these issues, but also present problems we will discuss in detail.

“My manly husband...”: The Construction of Gender in *Amazon* Reviews

Camilla Vasquez

University of South Florida

Over the past decade, online reviews have emerged as a popular form of vernacular literacy. Research has shown that online reviews featured on websites such as *Amazon* impact consumer decision-making and consumer spending (e.g., Chevalier & Mayzlin, 2006; Ghose & Iperotis, 2011). As prospective consumers read these reviews, they pay attention not only to the product information presented, but they are also sensitive and responsive to information about the social identities of the authors who create online reviews (e.g., Sen & Lerman, 2007; Vermeulen & Seeger, 2009). Gender and family roles and relationships have been identified as among the most common demographic categories that authors of online reviewers inscribe into their review texts (Vásquez, 2014). Because discourse is one of the primary means through which identity work is accomplished (Benwell & Stokoe, 2006; Bucholtz & Hall, 2005; Gee, 2011), this paper discusses how online reviewers use discourse to orient to gendered identities, and also sheds light on how reviewers invoke gender in specific product descriptions. I begin with a case study of 100 *Amazon* reviews of two different product types: high speed blenders and diaper bags. This analysis reveals the constitutive role of discourse in the gendering of certain product features, and highlights the ways in which reviewers reproduce normative gender stereotypes in these texts. However, when these “legitimate” product reviews are contrasted with a series of reviews written about three popularly-parodied products (Avery Binder, Bic for Her Pen, School Girl College Graduate Costume), it becomes apparent that online reviews can also serve as a site for contestation and resistance of gender stereotypes. I argue that the review space on *Amazon* can thus be conceptualized as a virtual *agora*, a site where commercial activities and discourses co-exist alongside other types of more political discourses.

The Interplay between the institutional (online gendered magazines) and the local (online discussion forums). Performing gender by means of linguistic sexism

Sandra Vázquez Hermosilla

Universitat de València

Online lifestyle magazines as institutional discourses create and present hegemonic forms of acceptable femininities and masculinities (Delinger 2004) for specific communities of practice. These discursive constructions of subject positions (Gregorio-Godeo and Molina-Plaza 2007) are negotiated in local practices where individuals engage in acts of adaptation, transgression or resistance.

The emergence of the Internet and Computer-Mediated Communication (Herring 2004) has influenced the way these social and gender identity negotiations can be analysed. The aim of this paper is to study how the interplay between the institutional and the local shapes gender performativity and the negotiation of the gender order (Eckert and McConnell-Ginet 2003) in

specific communities. The data for our research is a 2.500.000-word corpus withdrawn from the online public discussion forums ascribed to the online versions of *Cosmopolitan* and *Men's Health*. This corpus was classified following Mills' (2008) model of linguistic sexism. This concept allowed us to tackle the complexities of the interplay between the institutional and the local. Furthermore, our classification was analysed by means of a Computer-Mediated Feminist Critical Discourse Analysis (CM[FC]DA - Herring 2004, Lazar 2007).

The main findings suggest that the institutional and the local are interconnected by means of three main manifestations of linguistic sexism further dealt with in discourse by means of four negotiation processes. These findings indicate that the interplay between the institutional and the local plays a crucial role in shaping gender construction and gender performativity in particular digital contexts.

Dissecting Dutch digital discourse: A linguistic study into computer-mediated communication by youths from the Netherlands

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The twenty-first century has seen an explosion of computer-mediated communication (CMC): youngsters in particular constantly use modern communication tools. Previous research has pointed out differences between written CMC and standard language conventions (Thurlow & Brown 2003, Crystal 2008): sentences such as “fyi i'll B @home l8er 2night, r u OK with that? :-)” (with nonstandard orthography) and “car broken down, mailed garage yesterday, haven't responded yet” (with syntactic omissions) are quite common (Frehner 2008, Cougnon & Fairon 2014). Parents, teachers, and popular media are worried that CMC may corrupt younger generations' spelling, writing, or reading abilities (Thurlow 2006). Before studying the possible impact of CMC on traditional literacy, we have to establish how the former is different and unique. I conducted a large-scale, systematic corpus study into Dutch youngsters' written CMC, which reveals how this differs from standard Dutch. My register analysis includes features of three dimensions of written language: orthography ('textisms', i.e. unconventional spelling, emoticons, symbols), lexis (e.g. English borrowings, interjections, type-token ratio), and syntax (omissions, complexity). A corpus counting over 200,000 words of new media writings was analysed manually and automatically, including various CMC modes: text messaging, microblogging (Twitter), and instant messaging (MSN, WhatsApp). Some of the data was extracted from SoNaR, an existing corpus of written Dutch, and additional data was collected recently. School writings were used for comparison of the features under automatic analysis. My study reveals that each CMC mode has a specific register – its own 'linguistic profile' – and that age significantly affects the linguistic characteristics of Dutch digital discourse.

Computer-mediated written discourse in the foreign language classroom: Tracing intercultural competence in online exchanges

Margarita Vinagre

Universidad Autónoma de Madrid

Panel: Alonso Belmonte, I. *Interculturality, Identity and Computer-Mediated Discourse in Foreign Language Teaching and Learning*.

Recent literature on technology applications and foreign language learning has emphasized the potential of online exchanges for developing intercultural competence. Authors such as Liaw (2006), Author (2010a, 2010b) and more recently Schenker (2012), mentioned in their studies that participants in telecollaborative exchanges discovered and reflected on their own behaviours and cultural beliefs, which led to an increase of their awareness and understanding towards their partners' culture.

In this study, we were interested in discovering whether participants in a online exchange developed their intercultural competence and, if so, what traces were found of Byram's (1997; 2000) Intercultural Communicative Competence components. In order to do so, we analyzed the data gathered from a writing collaborative project which involved twenty undergraduate students of English as a Foreign Language in a Spanish university and ten undergraduate students of Spanish as a Foreign Language in a British university. The students worked together in small groups in a wiki space, where they interacted with their partners in order to improve their foreign language and intercultural competence through the discussion of cultural topics. Data was gathered from a variety of instruments that included ten wiki pages developed by the students, their associated discussion pages and the students' answers to two (pre-project and post-project) questionnaires. The quantitative and qualitative analyses show traces of all the objectives suggested by Byram (1997; 2000) for the assessment of intercultural experience. The participants' perceptions regarding the exchange suggest that, although they did not believe the exchange had changed the opinions and ideas they already possessed regarding the foreign culture, it had helped them to improve their cultural knowledge base.

Topic Progression in E-Coaching

Caroline Weinzinger

Universität Zürich

Coaching, especially career coaching, has become an established counselling format. Usually it is practiced in face to face constellations, where coach and coachee process the topics at hand interactively. In recent years counselling via online media has become more and more popular, since it allows for location-independent and – in the case of asynchronous communication formats – even time-independent support. However, there are no microanalytical studies about how coaching processes advance within the terms of written asynchronous communication yet. Drawing on more recent approaches in text linguistics I will show how communication is structured on a

coaching platform online, where coach and coachee exchange written messages within forums and threads.

Just like in face-to-face interaction in written dialogues topic progression is not governed by one participant alone. Instead, topics are addressed, developed and closed mutually. In their messages the authors show if they are accepting the pace and the content that has been targeted in the previous message and they indicate what they expect to happen next.

But contrary to interaction in a situation of actual co-presence (Goffman 1963), in written communication the participants cannot perceive directly how their contributions are understood and they cannot adjust immediately to the utterances of their co-participant. Therefore written communication calls for different strategies to structure the communication process. All the more if communication takes place on an online platform that offers new possibilities to coordinate communication, such as working in parallel within various forums and threads.

In my presentation I am going to exemplify some strategies how the participants use the affordances (Gibson 2001) of the platform by exploiting the technical, typographical and linguistic conditions in order to achieve the communicative task of topic progression.

Intersemiosis in digital discourse: Affordances of and constraints for the audio-visual interplay of semiotic resources in media texts

Janina Wildfeuer
University of Bremen

Panel: Pentzold, C. & Sommer, V. *Analyzing multimodal digital discourse. Methodological foundations, methodical approaches, and research practices for studying discourse in convergent media.*

This talk focuses on the interplay of the various semiotic resources in multimodal digital discourse, their so-called intersemiosis (cf. Wildfeuer 2012), and their analysis from a linguistic perspective. By providing a comprehensive framework for the description of how recipients make meaning out of digital materializations and configurations, it aims at a methodological foundation of multimodal digital analysis in order to build a basis for further empirical research.

Meaning construction in digital discourse is a complex process of interpretation on the basis of abductive hypotheses about the propositional content. These hypotheses constantly need to be verified or rejected during the reception process and due to new information provided by the unfolding discourse. It is thus a dynamic interpretation of both verbal, visual and also auditory data, which brings about specific affordances and constraints for their representation and communication.

For online discourse(s), this is first of all the significant feature of non-linearity. The question of how this feature influences processes of meaning construction and interpretation will be in the foreground of this talk, mostly analysed with the help of a recently developed model for multimodal discourse interpretation that goes back to fundamental works in discourse semantics and text linguistics, i.e., the logic of multimodal discourse interpretation (cf., e.g., Wildfeuer 2012, Wildfeuer 2014, Bateman and Wildfeuer 2014). The framework enables the construction of so-called logical

forms of digital online discourse which give evidence for the intersemiotic interplay of the various modalities and at the same help reconstructing the recipient's interpretive inferences.

With the help of several example analyses of small portions of digital discourse, such as the use of Internet memes on a website or the discussion in and of a Facebook posting, the talk will demonstrate how this framework provides new ways of understanding and reconstructing the interpretation of discourse in convergent media. It will consider particularly the consequences of the very different material substrate of digital media in contrast to that of language. The aim is to find out which resources form significant elements within the meaning-making process by examining how these resources integrate and operate together.

The discursive management of the phatic Internet (and how to explain it pragmatically)

Francisco Yus
Universitat d'Alacant

In the last few years, a new trend within Internet communication has become pervasive: The so-called "phatic Internet" (Miller 2008). The term refers to the benefits that certain (and now frequent) inferential outcomes related to the information contained in or transmitted through the Net produce. However, and paradoxically, these benefits have little or nothing to do with the objective value of the information transferred or exchanged. Instead, in the phatic Internet information (and its verbal, visual or multimodal coding) is simply "a tool" for achieving personal, interactive and social goals, and the eventual reward of the communicative exchange (user-to-user) or web information processing (user-to-system) is not propositionally sustained, but related to a number of non-propositional rewards such as feelings, emotions, impressions, etc. that are difficult to analyse using pragmatics, typically interested in the exchange of (supposedly relevant) information through verbal communication. In this paper I will review several examples of discourses used for the management of the phatic Internet and will propose a model that aims to account for its non-propositional relevance. The initial framework will be *cyberpragmatics*, a model of Internet-mediated communication grounded in cognitive pragmatics and specifically in *relevance theory* (Sperber & Wilson 1995). This model will then be refined so as to accommodate the attributes of the phatic Internet.

Linguistic strategies and usefulness of online Feminism: *The Everyday Sexism Project*

Gora Zaragoza Ninet
IULMA Universitat de València

Nowadays the Internet offers many possibilities that were unthinkable in the past, as, for instance, it can help fighting against social scourges such as gender violence. This online activism is also referred to as 'clicktivism' and those who engage in it are 'keyboard warriors'. Which are the

linguistic manifestations of feminist clicktivism? Is there a specific discourse? Is online feminism, for instance tweeting against sexism, any useful? Though the Internet can be seen as the 'easy way out', a comfortable substitute for reporting elsewhere in the case of women who suffer sexual violence (though it may also be the first step for some, it can also be the only one for many women who have been victims of sexual assault), online feminist activism brings a sense of 'collective action' and the enhancing of women's well-being. Sharing stories via social media has a positive impact due to a sense of solidarity, of corporate support and help whatever the time and place. It provides an awareness and name to certain actions and attitudes by the acknowledgment of similar experiences and a sense of empowerment. It is indeed a silence breaking which helps women realise they should not feel guilty for what is happening to them. Despite much recent and inspiring work on Computer-Mediated Discourse (CMC) and Gender issues, such as the discourse of internet fora about domestic violence or weblogs, there is little work on the specific discourse of Twitter, one of the major open social networks nowadays.

We analyse *The Everyday Sexism Project's* Twitter account which catalogues instances of sexism experienced by women on a day to day basis and where women share their story "showing the world that sexism *does* exist, it *is* faced by women *everyday* and it *is* a valid problem to discuss" in order to:

- 1) Examine the nature of women's tweets so as to draw a portrait of this particular gendered discourse.
- 2) Study the use and usefulness of militant hashtags and other linguistic procedures for women's visibility and 'clicktivism', as, for instance, the coining of neologisms such as 'femicide', which is not even recorded in dictionaries.
- 3) Draw conclusions as to the usefulness of feminist 'clicktivism'.

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