

U ok w dis?: Analysing language attitudes towards internet english

Viviane de Moraes ABRAHÃO¹

Abstract: Language has been hugely affected by the ample use of the internet nowadays. Many of the characteristics of the “new language” created online are intrinsic to its needs, and many of them are seen as deviations or mistakes. However, there is no consensus to date of the real language attitude of users regarding this new type of language, its deviations and its creations. For that, it seemed necessary to develop a preliminary study on Language Attitudes towards Internet English, in order to analyze how users generally feel about this language. The results of a sociolinguistic questionnaire show that the attitude lies on the nature of the deviation; however, it is a general agreement that this new language is broadly used by teenagers, with very specific purposes online, and it is a tool for a faster typing.

Keywords: language attitudes, internet English, internet sociolinguistics.

Resumo: A linguagem tem sido bastante afetada pelo amplo uso da internet atualmente. Muitas características da “nova linguagem” criada online são intrínsecas às suas necessidades, e muitas são vistas como desvios ou erros. Todavia, ainda não há consenso sobre a verdadeira atitude linguística dos usuários em relação a esse novo tipo de linguagem, seus desvios e criações. Por esta razão, tornou-se necessário desenvolver um estudo preliminar sobre as atitudes linguísticas com respeito ao inglês usado na internet, a fim de analisar como os usuários em geral avaliam essa linguagem. Os resultados de um questionário sociolinguístico mostram que a atitude depende da natureza do desvio; contudo, há uma concordância geral de que a nova linguagem é amplamente usada por adolescentes com fins muito específicos online, e é uma ferramenta para uma digitação mais rápida.

Palavras-chave: atitudes linguísticas, Inglês da internet, sociolinguística.

Introduction

The internet has brought many changes to society, one of them being language change. Since this global medium of communication relies on English as a Lingua Franca, a great number of people with different backgrounds and necessities are using this language. This creates a new and different social environment in which language plays a very important role. Although to date this type of language is not yet define as a proper variety of English, it is possible to determine some common features used throughout the internet, especially regarding informal language used mostly in social networks and blogs (Yus, 153-218:2011).

These changes or deviations are not always seen or understood

¹ Universidad Complutense de Madrid. Madrid-Espanha. Correio eletrônico: v.moraes.ab@gmail.com.

by users in the same way. Scholars, researchers and educators may have several opinions that relate to their field of study and their own views on the matter of language change and innovations (see examples on Humphrys, 2007 and Crystal, 2011). However, how people react or even use this language may be one of the features that will provide the real status of this modified language within users. For that, a sociolinguistic study on language attitudes towards Internet English can be of help, delineating common perspectives and opinions, and evaluating the prestige or not of this language among users, as well as how the users of this deviant language are regarded.

The aim of this study is to begin to describe the language attitudes towards Internet English, in order to aid the study of the status this type of language has among users. A sociolinguistic analysis will be made through a questionnaire, using as base the most common inventions and variations found and described on informal uses of English online. The following section, Theoretical Background, delineates the main aspects of Internet English described by scholars, as well as a definition of language attitudes and some existing information on the topic regarding internet language. Following that, in the Methodology section, the questionnaire used for research will be presented and described. Then, in the Analysis and Discussion section, the results obtained from participants of the questionnaire will be displayed and studied, quantitatively and qualitatively. Finally, in the Conclusion, some general outcomes of the questionnaire will be established as well as lines for future research. It is not in the scope of this research to describe the real personality of the users of internet English, but only the way they are considered and construed by the reader.

Theoretical background

Internet English

The type of language used on the internet nowadays has caught the attention of many scholars, and it is often described as a mixture of oral and written language. Yus (2011) described the many characteristics of internet informal English and labelled this different discourse as "oralized written text", since it contains features from both codes. The

main “significant strategies of text deformation” described in his book are the following: orthographic mistakes; phonetic orthography and eye dialect; abbreviations, acronyms and clippings; ellipsis (ibid, 176-179). These characteristics appear mostly on informal communications online, such as blogs, social networks, chats and forums, where users are free to use this type of language without any formality restraints.

Orthographic mistakes appear mostly due to the speed of typing, given the immediacy and informality of communication. However, some mistakes are made on purpose, fulfilling a function as well as symbolic meanings such as humour, informality and dialect (Mayans, 112-114:20020). This feature can lead to other characteristics, such as phonetic orthography, which symbolizes the oral feature of online conversations. These characteristics illustrate how “language is a flexible tool for transcribing speech, and they [users] seem to obtain special pleasure from playing with the possibilities that the keyboard offers” (Yus, 177:2011). Most phonetic orthography used online is simple, such as using *u* instead of the pronoun *you* for example, but they can be more complex, such as using *doe* instead of *though*. These deviations may be an impediment to understanding the sentence, especially if deviations are used in one sentence, together with other types of deviation.

Another feature is the creation and use of abbreviations and acronyms. Again, the primary purpose is to make conversation faster and immediate, facilitating the typing and eliminating lexical words from the utterance. One of the reasons for abbreviations “may be the necessity to abbreviate words for text messages or tweets that results in new meanings for words and then those words are themselves shortened” (Donnelley, 2014). Nevertheless, the social aspect of it is also present, in the sense that one must master these conventionalized abbreviations in order to become a part of the social event present online (Yus, 178:2011). There is no limit to the creation of acronyms and abbreviations; nowadays, there is a considerable number of lists with the meaning of them online. Moreover, some of them became so popular that they have been included in prestigious dictionaries, such as LOL (laughing out loud) and OMG (oh, my God), added in the Oxford Dictionary in 2011 (Lee, 2011).

Internet Language also contains some graphological differences,

being the most important ones capitalization and punctuation. This derives from the fact that oral language becomes visual, or written, having its own system in order to convey the necessary oral features. Capitalization has many different meanings online: using regular rules of capitalization is seen as formal; using whole sentences capitalized is seen as shouting; and using capitalization in certain words within a sentence is seen as emphasis. Therefore, if the writer does not want to convey any of these features, "there is a strong tendency to use lowercase everywhere" (Crystal, 87:2004), being this the standard procedure. Punctuation follows the same pattern, and tends to disappear online, resulting in whole sentences without any punctuation marker, symbolizing again the oral feature of this language (ibid, 89).

In addition to these features, it is interesting to notice the language change in terms of vocabulary and the invention of new words, another feature that, although it is not exclusive of online environments, it is boosted by it. Given the speed and global impact of the internet, "a new word can achieve a global profile within hours" (Crystal, 57:2011), and these words can have various origins and purposes. There are two sources of new lexicon: technology and slang. As developed by Crystal (58-61:2011), the actual technology involved on the use of the internet creates the need of new words to describe it, varying from basic terminology, such as *computer* and *software*, to neologisms and substitutions of clusters, such as *twictionary* (a dictionary of Twitter functions) and *blargon* (blog jargon). The other source of change in vocabulary comes from the users themselves and linguistic innovations of slang, colloquialisms, abbreviations and word games. This is reflected, for example, in the latest additions to the *Oxford Dictionary Online*, such as the word *selfie* that was coined online and is now broadly used. In addition, already existent words can receive a new meaning depending on the use online, giving new definitions and even syntactic features. This is the case of the word *ship*, which began to be used as a verb as a shortening of *relationship*, and it was as well included in the *Oxford Dictionary Online* recently (Donnelley, 2014). This entire collection of features create together a fluid and innovating language, always in change and permeating everyday language in a fast rate.

Language attitudes and the internet

When trying to broadly define the process of Language Attitudes, one may find many different points of view, since this event combines linguistic features with cognitive and psychological preferences, as well as social situations (Garrett, 19:2010). However, it is possible to generalize the term Language Attitudes as the behaviour or attitude towards a specific type or variety of language, influenced by the features mentioned before.

There are many different attitudes towards internet language among scholars and, especially, educators. On the one hand, some advocate that the excessive use of slang, acronyms and abbreviations will impoverish the language and create illiterate students that will, consequently, grow into an illiterate new generation. The BBC presenter John Humphrys argued that "our written language may end up as a series of ridiculous emoticons and everchanging [sic] abbreviations" (2007). It is interesting to highlight that this point of view also implies that users of this language are mainly children and teenagers, already setting an attitude towards the users of the deviant internet language. On the other hand, some point out that "distinguishing between language change and language decline is very tricky business" (Baron, 161:2008) and the internet is merely creating a new linguistic revolution worth studying, as many others before it. For example, abbreviations and acronyms are not a new development in languages; they were not created exclusively by the internet. Back on 1942, the lexicographer Eric Partridge published a *Dictionary of Abbreviations*, used mainly during the Second World War by armies to communicate faster (Crystal 5:2011). It includes abbreviations with omission of letters and even with deviant spellings. This was seen as an improvement, since increased the speed of writing and it was a necessary feature of language given the circumstances, that is, this deviations served for a concrete purpose. Following the same reasoning, the current deviation of written language caused by and for the internet may be seen as an improvement covering a necessity.

Despite the opinion of scholars and linguists, it is necessary to understand the users' opinions, since they are the main innovators and judges of the quality of the language and the circumstances of its use.

One of the most common assumptions is that teenagers are the main responsible for these deviations online, also seen in the opinions of scholars, and this agrees with available statistics regarding the use of the internet, especially social networks where these deviations are more common. According to Pew Research (2014), as of August 2013, 90% of teenagers online use social networking platforms, whereas 78% of online adults from ages 30-49 use social networks, a percentage that decreases in older users. For that matter, some use the term “digital natives” when referring to children, teenagers and young adults that use the internet as a constant medium of communication (Prensky, 1:2001), since they were born in the digital era and were raised with new technologies and forms of communication. This feature definitely constructs the attitudes people have towards this innovative language, seeing it as a language used only by teenagers and, therefore, characteristic of a specific group. There is no extended research on the actual language attitudes of users towards Internet English, being yet a field to be explored.

Methodology

In order to study the language attitudes of people towards Internet English, a questionnaire was designed, following some sociolinguistic standards based on Baker (17:1992) (see Appendix). The tool used for creating the questionnaire was Google Drive, which allows the user to create forms with all types of questions and it creates a separate spreadsheet file with the results obtained.

The types of questions used were mainly multiple choice, Likert scale and open-ended questions. The first part of the questionnaire dealt with control data, such as age, gender, nationality and mother tongue, in order to have some quantitative data on the participants. The second part was the actual language attitudes questionnaire, where participants were provided with six sentences used online and asked their own opinion about the language of each one of them, if they understand the meaning, if they would use it and how would they describe the person who used that sentence. The multiple choice questions, which refers to the perception of the writer of each sentence, also included one open question where participants could

include their own answer. The Likert scale was used to determine in what degree participants would be willing to use a sentence with the same deviations as the ones provided. By using this questionnaire, a quantitative and qualitative analysis of the attitudes of participants towards the sentences provided can be made.

The questionnaire was posted online, using several Social Network platforms, so participants could be the most varied as possible. All results were anonymous and there was no record of any problem or difficulty in the completion of the questionnaire. The results obtained were analysed using Microsoft Excel in order to organize them and create statistical figures.

Analysis and discussion

A total of 126 answers to the questionnaire were obtained, and fortunately the range of participants was varied enough to have a significant sample for the analysis. Among the participants, 89 were female and 37 were male, and the age gap was as seen in table 1.

Age gaps	Nº of participants
15-20	33
21-30	68
31-40	10
41-50	11
51-60	3
61-70	1

Table 1 - Age of participants

For the analysis of the samples, the age variable will be the most important; all participants answered that they use English as a medium of communication online, leaving aside the nationality variable. In addition, all participants use at least one Social Network platform, being Facebook, Twitter and Tumblr the most popular (112, 68 and 59 participants respectively).

In order to give an overview of the general attitudes regarding internet English found through the questionnaire, at first all results were added and analysed as a whole. Regarding the willingness to use similar deviations presented through the sentences, the great majority

of participants were negative to incorporating these structures in their own utterances, as seen in Figure 1. This already gives a very important feature of the language attitudes towards internet English, showing how this language is not highly regarded by the majority of participants, and it is not a model to be followed.

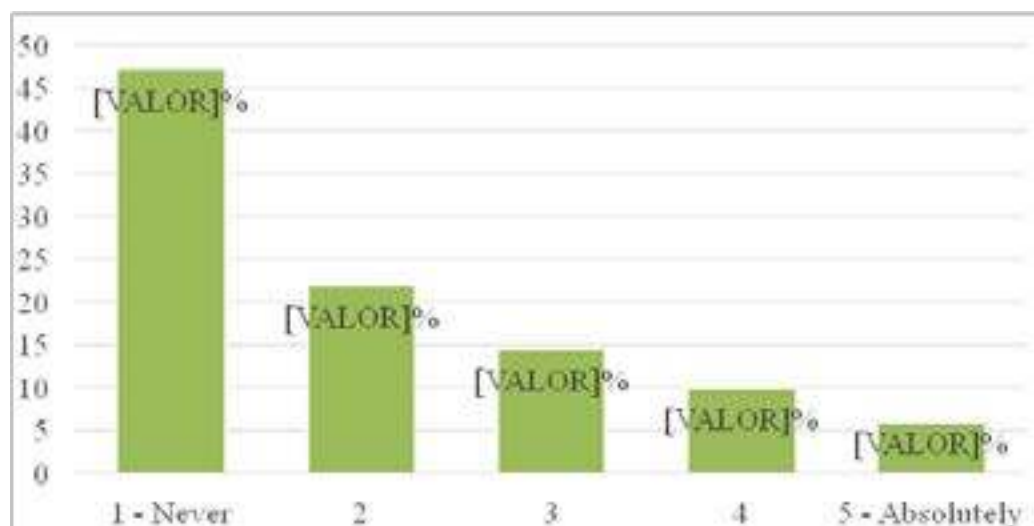


Figure 1 – Overall willingness in using internet English

It is important to highlight that those who were willing to incorporate the deviations were almost in all cases teenagers and young adults, and this willingness appeared in sentences with less deviations, as shown in the following analysis of each sentence.

When analysing the results of all sentences regarding the writer's features, there is also a pattern regarding language attitudes (see Figure 2). *Teenager* is the dominant feature, proving that the general supposition is that internet English is mostly used by teenagers. It is also seen as *lazy* language, which could be influenced by the fact that it uses abbreviations and no punctuation, denoting a careless user. *Modern* was another high frequency result, confirming that this is seen as a new use of language. Concerning the low frequency results, *intelligent* was the least recurrent, affirming again that internet English is not a high regarded use of language.

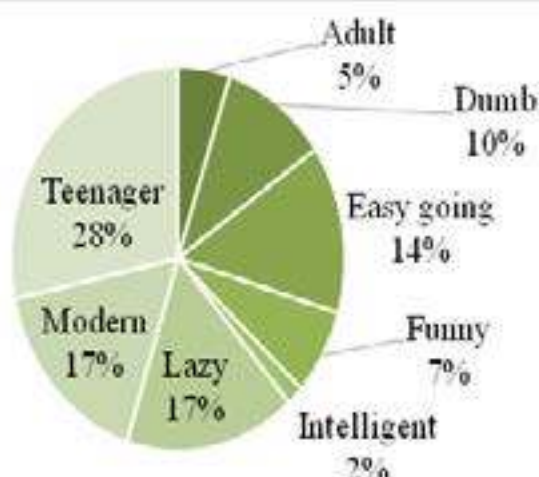


Figure 2 - Total of answers regarding the writer's features in all sentences

The next step is to analyse each sentence separately, in order to determine a more detailed view of participants' attitudes towards specific deviations. Each sentence was chosen depending on the quantity and quality of the deviation, in order to analyse specific features of the language. Sentence 1 had only lack of capitalization and punctuation as deviation, being the simplest one of the questionnaire (see 1). The pronoun "I" was not capitalized and the sentence had no final period.

(1) I found a vending machine from 1999 the other day

Mistakes were detected by 77,70% of participants, and 96,03% of them claimed to understand the meaning of the sentence despite the deviation. This indicates that these deviations are not an impediment to the understanding and not seen as mistakes by some users, who were not aware of them. There was no statistically significant difference in the possibility of using a similar structure, being the results homogeneous among the Likert scale. Table 2 lists the features of the user of this sentence claimed by participants, which shows that *easy going* was the main feature, followed by *lazy* and *teenager*. There was no significance difference in the determination of features regarding age groups.

Feature	Answers	%
Easy going	54	42,86
Lazy	41	32,54
Teenager	41	32,54
Modern	34	26,98
Adult	25	19,84
Intelligent	12	9,52
Funny	7	5,56
Dumb	6	4,76

Table 2 - Answers to the writer's features on Sentence 1

Besides these standard answers, participants added their own opinions about the writer's features. Most participants indicated features such as *disorganized*, *careless*, *average*, *do not care about detail*, *in a hurry* and *neglecting*, as well as *foreign*. One participant indicated *practical* as feature. This seems to indicate that, although the deviation is not substantial, it is already an indicator of a careless language.

The second sentence had a significant number of deviation features, with phonological spelling, excess of capitalization and no punctuation (see 2). The correct sentence would be "I mean, yes, you are right though".

(2) I MEAN YE U RITE DOE

The great majority of participants observed mistakes on the sentence (85,71%), and 53,17% did not understand the meaning of it. In addition, 117 participants would never or very rarely use a sentence similar to the one provided. The answers to this question are interesting to see when age is a variable (see Table 3).

Age gaps	1 - Never	2	3	4	5 - Absolutely
15-20	24	5	3	1	0
21-30	53	11	1	2	1
31-40	7	2	1	0	0
41-50	10	1	0	0	0
51-60	2	1	0	0	0
61-70	1	0	0	0	0

Table 3 - Answers to "Would you write a sentence like this?" in Sentence 2.

It is possible to see how teenagers and young adults, from 15 to 30 years old, are more willing to use a sentence with such deviations than older participants are. Even so, as a rule, the majority of participants does not welcome these deviations and are not willing to incorporate them in their own language, being this not a model to be followed and, therefore, not a highly regarded variety.

Regarding the features of the writer or user of this sentence (table 4), most participants agree that this writing is characteristic of teenagers, also indicating features such as *lazy* and *dumb* in high percentages. No participant marked *intelligent* as feature. These results already establish the language attitudes regarding these types of deviation.

Feature	Answers	%
Teenager	81	64,29
Lazy	53	42,06
Dumb	53	42,06
Modern	29	23,02
Easy going	17	13,49
Funny	10	7,94
Adult	5	3,97
Intelligent	0	-

Table 4 - Answers to the writer's features on Sentence 2

Besides the given options, participants added their own impressions, such as *aggressive*, *irritating*, *sarcastic*, *slang language* and *informal*. One participant also added *incompetent user of English*. All features added are negative or referring to the excessive number of deviations on the sentence.

The third sentence presented had phonological spelling, abbreviations and acronyms, as well as deviant punctuation in the excess of periods in the end (see 3). The correct spelling of the sentence is "to be honest, I do not know what to do with them".

(3) tbh, idkwat 2 do w dem.....

Although the sentence may look confusing, a total of 101 participants (80,16%) claimed to understand the meaning of it, which can demonstrate that this language is already known and this spelling is seen as common to the majority of users.

The features of the writer indicated by participants can be seen on Table 5.

Feature	Answers	%
Teenager	83	65,87
Lazy	62	49,21
Modern	41	32,54
Easy going	27	21,43
Dumb	23	18,25
Adult	9	7,14
Funny	4	3,17
Intelligent	0	-

Table 5 - Answers to the writer's features on Sentence 3

Teenager was again the main features answered, followed by *lazy*, which can suggest that using abbreviations and acronyms is seen as a shortcut for those who do not want to write full sentences. *Intelligent* was again not marked by any participants, indicating how this excess of deviations is not highly regarded. From the added features indicated by participants, it is noteworthy the presence of *online gamer* and *cyber-involved*. This represents the understanding of the social use of this type of language in a very specific environment, the online gaming, which relies on this type of language due to its speed of communication. Again, as seen in the Theoretical Background, this deviation specifically serves for a purpose, being then understood as belonging to a certain environment, and could even be classified as jargon.

Sentence 4 is grammatically and syntactically correct, with

correct punctuation, but it contains inventions of words created online (see 4), being them *selfie*, *hella* and *rad*. The word *selfie* was recently added to the Oxford Dictionary, meaning “a photograph that one has taken of oneself, typically one taken with a smartphone or webcam and uploaded to a social media website”. The word *hella* is not an actual invention of the internet, however it became popular among users online and it is mainly used as slang nowadays, deriving from the common expression “hell of a”. The word *rad* is a shortening of the informal use of *radical*, denoting something very good.

(4) This selfie is hella cool and rad!

It is interesting to see that 68 participants did not report mistakes on the sentences, while 58 did report deviations. This result may signify that inventions are not seen as mistakes as such. Besides that, 108 participants understand the meaning of the sentence, whereas only 18 did not understand. The majority of participants claimed previously that they use the internet in English, and may be in contact with this type of language regularly. In addition, the inventions provided are not difficult to understand, since they derive from other words.

The feature with higher percentage of results is again *teenager*, although *modern* is also present (table 6). This combination of features shows how these inventions are seen as a result of teenager speech, but also a novelty in language, characteristic of the present use of internet language.

Feature	Answers	%
Teenager	76	60,32
Modern	66	52,38
Easy going	50	39,68
Funny	42	33,33
Lazy	15	11,90
Adult	14	11,11
Dumb	8	6,35
Intelligent	4	3,17

Table 6 - Answers to the writer's features on Sentence 4

Many participants added features such as *adult trying to sound like teenager and failing* and *someone trying to sound younger*, indicating a very interesting feature. This may be given by the fact that the sentence has no actual mistake, but the excess of invented words gives the impression of someone who is not familiar or accustomed to internet language. It is also noteworthy that those who indicated this feature belong to the young adult age group (21-30 years old). In addition, features such as *crass* and *annoying* were present, indicating how the writer is not successful in using these deviations together.

The fifth sentence presented in the questionnaire has as feature excess of capitalization and wrong tense of the verb (see 5).

(5) I AM CRY

On this case, 111 participants detected mistakes on the sentence, and only 15 did not. However, 110 participants understand the meaning of the sentence. Regarding the writer's features, as seen in table 7, *teenager* is again the most answered, being *dumb* the following feature, demonstrating that the grammatical mistake of this sentence has a higher weight on the attitude towards it.

Feature	Answers	%
Teenager	47	37,30
Dumb	32	25,40
Modern	23	18,25
Lazy	23	18,25
Funny	20	15,87
Easy going	14	11,11
Adult	9	7,14
Intelligent	2	1,59

Table 7 - Answers to the writer's features on Sentence 5

Most of the features added by participants relate to the English proficiency of the writer, with features such as *English is not the first language, incompetent user of EFL, L2 speaker, do not know English*. This is probably due to the grammatical mistake present in the sentence rather than any other feature. Participants also added features as *annoying, histrionic* and *social network user*.

Sentence 6 is the longest one on the questionnaire and its main feature is the lack of punctuation and capitalization, joining various sentences in one. There is also the word *rad*, already present in sentence 4. This sentence is the closest to oral language present in the questionnaire. It is important to highlight that the sentence features the name of a social network platform, Tumblr, which is nowadays one of the most influential among teenagers and young adults.

(6) tumblr friendships are hard to maintain like im sorry I know I havent talked to you in 5 months but you're still super rad and i still consider us friends im just dumb

In total, 110 participants detected mistakes on the sentence and 123 participants understood it, whereas only 3 did not understand. From the features of the writer, *teenager* is followed by *modern* (table 8).

Feature	Answers	%
Teenager	70	55,56
Modern	42	33,33
Lazy	38	30,16
Easy going	37	29,37
Dumb	23	18,25
Funny	19	15,08
Adult	9	7,14
Intelligent	5	3,97

Table 8 - Answers to the writer's features on Sentence 6

Participants added features such as *annoying*, *melodramatic*, *cool*, *nervous*, *inattentive*, *unstable*, *apologetic*, *social network user*, *confused* and *not sincere*. Besides *cool*, which was added by a teenager participant aged 17, and *social network user*, added by two young adult participants, all the other features are negative towards the writer. The lack of punctuation and capitalization seems to indicate confusion and disorganization.

Conclusion

As seen through this brief analysis, the language attitudes towards internet English determined by the questionnaire correspond to the general point of view regarding this new type of language. The profile of the average user is usually determined by others as *teenager*, *lazy* and *modern*, being mostly understood by the reader however not imitated. When analysing specific changes, the attitude varies depending on the type of deviation used. Capitalization and punctuation seem to be more acceptable, whereas phonetic spelling, use of inventions and abbreviations, when in excess, is regarded as negative. In addition, these deviations are seen as a novelty and situation-specific, with a high degree of specialization and accommodation to the environment it is used.

Obviously, there is still much room for research regarding the sociolinguistics of internet language. A more profound and detailed analysis on the real users of this language can be made, confirming or denying the findings of this study and the generalised point of view existent today that only teenagers are responsible for these deviations. In addition, a diachronic research can be made, delineating the nature of the deviations created by and for the users of the internet.

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Appendix - Questionnaire

This questionnaire will be used for a term paper in Sociolinguistics (Complutense University of Madrid, MA on English Linguistics) about the language attitude towards Internet Informal Language. All data will be treated anonymously and only used for academic purposes. By completing it you will be accepting to have your answers included in statistics and analysed in the paper. For any comment or question, please contact by e-mail (viviammelo@hotmail.com). The questionnaire contains two pages, please complete both. It will not take more than 10 minutes to complete it.

***Required**

Principio del formulario

Age? *

Gender? *

☐

Male

☐

Female

☐

Other:

Nationality? *

Mother tongue? *

Your first language

Do you have contact with English on the internet? *

Both written or spoken

☐

Yes

☐

No

Do you use Social Networks (i.e. Facebook, Twitter, etc...) in English? *

☐

Yes

☐

No

Which social networks/blog websites do you regularly use in English? *

Check all options that apply.

☐

Facebook

☐

Twitter

☐

Tumblr

- ☐ Instagram
☐ Blogger
☐ Pinterest
☐ Other:

Continue »	50% completed
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Final del formulario

Language attitudes towards Internet English

***Required**

Principio del formulario

You will be given examples of real sentences or phrases used on the Internet and asked about your reaction about them.

I found a vending machine from 1999 the other day

Consider the sentence above and answer to the questions.
Consider only the language, not the content.

Do you see any error or mistake in this sentence? *

- ☐ Yes
☐ No

Do you understand the meaning of the sentence? *

- ☐ Yes
☐ No

Would you write a sentence like this? *

Don't consider the content, but the language

	1	2	3	4	5	
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Never ☐ ☐ ☐ ☐ ☐ Absolutely

The person who wrote this sounds... *

- ☐ Intelligent
- ☐ Easy going
- ☐ Funny
- ☐ Lazy
- ☐ Dumb
- ☐ Modern
- ☐ Adult
- ☐ Teenager
- ☐ Other:

I MEAN YE U RITE DOE

Consider the sentence above and answer to the questions.
Consider only the language, not the content.

Do you see any error or mistake in this question? *

- ☒ Yes
- ☐ No

Do you understand the meaning of the sentence? *

- ☒ Yes
- ☐ No

Would you write a sentence like this *

Don't consider the content, but the language

	1	2	3	4	5	
--	---	---	---	---	---	--

Never ☒ ☐ ☐ ☐ ☐ Absolutely

The person who wrote this sounds... *

- ☐ Intelligent
- ☐ Easy going
- ☐ Funny
- ☐ Lazy
- ☐ Dumb
- ☐ Modern
- ☐ Adult

- ☐ Teenager
☐ Other:

tbh, idkwat 2 do w dem.....

Consider the sentence above and answer the questions. Consider only the language, not the content.

Do you see any error or mistake in this question? *

- ☒ Yes
☒ No

Do you understand the meaning of the sentence? *

- ☒ Yes
☒ No

Would you write a sentence like this? *

Don't consider the content, but the language

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The person who wrote this sounds... *

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☐ Easy going
☐ Funny
☐ Lazy
☐ Dumb
☐ Modern
☐ Adult
☐ Teenager
☐ Other:

This selfie is hella cool and rad!

Consider the sentence above and answer the questions. Consider

only the language, not the content.

Do you see any error or mistake in this question? *

- ☐ Yes
- ☐ No

Do you understand the meaning of the sentence? *

- ☐ Yes
- ☐ No

Would you write a sentence like this? *

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- ☐ Teenager
- ☐ Other:

I AM CRY

Consider the sentence above and answer the questions. Consider only the language, not the content.

Do you see any error or mistake in this question? *

- ☐ Yes
- ☐ No

Do you understand the meaning of the sentence? *

- ☐ Yes
- ☐ No

Would you write a sentence like this? *

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- ☐ Dumb
- ☐ Modern
- ☐ Adult
- ☐ Teenager
- ☐ Other:

Tumblr friendships are hard to maintain like im sorry i know ihavent talked to you in 5 months but you're still super rad and i still consider us friends im just dumb

Consider the sentence above and answer the questions. Consider only the language, not the content.

Do you see any error or mistake in this question? *

- ☐ Yes
- ☐ No

Do you understand the meaning of the sentence? *

- ☐ Yes
- ☐ No

Would you write a sentence like this? *

Don't consider the content, but the language

	1	2	3	4	5	
--	---	---	---	---	---	--

Never ☐ ☐ ☐ ☐ ☐ Absolutely

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