

**Expressing feelings on the Internet: An analysis of
linguistic and non-linguistic elements of teenagers'
Facebook posts**

“Facebook feelings”

Content

Content.....	2
1 Introduction	4
1.1 Rationale	4
1.2 Aims of research	5
1.3 Hypothesis	5
1.4 Research questions.....	5
1.5 Outline of chapters	6
2 Theoretical background	7
2.1 General features of communication	7
2.2 Language of the Internet	9
2.2.2 Forming a community on the Internet	10
2.2.3 Maxims of manner and relevance.....	11
2.3 Expressing feelings on the Internet	12
2.3.3 Non-linguistic elements - emoticons	12
2.3.4 Linguistic elements on the Internet	15
2.4 Summary of the chapter	15
3. Research design	17
3.1 Research methods	17
3.2 Definition of a post	17
3.3 Participants	17
3.4 An anticipated problem.....	18
4. Results and discussion	19
4.1 Statistics of the participants	19
4.2 General statistical data of the corpus	19
4.3 Emoticons	20
4.3.1 Expansion of the emoticon system	21
4.3.2 A difference based on nationalities	22
4.3.3 The combination of eyes and mouth.....	23
4.3.4 The pair of eyes	24

4.3.5	The mouth.....	26
4.4	Linguistic elements	28
4.5	Referring to the maxims of relevance and manner	31
5.	Conclusion.....	32
	References.....	34
	Appendix 1 – Figure 1.....	36
	Appendix 2 – Figure 2.....	37
	Appendix 3 – Table 1	38
	Appendix 4 – Table 2	39
	Appendix 5 – Table 3	40
	Appendix 6 – Fahlman’s message	41
	Appendix 7– Oxford English Dictionary entry	42
	Appendix 8 – Hungarian posts	43
	Appendix 9 – English posts.....	49

1 Introduction

Due to the invention of relatively new technical devices such as computers and mobile phones and also the recent ones as iPods and tablets, new forms of interaction started to develop in the last twenty years. Today these devices are used in both the workplace and personal space, and it seems that communication in today's society is impossible without these technological advancements. Therefore, it is both necessary and important to analyse and describe computer-mediated communication in the age of developing technologies because the emergence of the new forms of interaction seems to modify the traditional ones (Érsok, 2007: 2). The new genres of communication, created by Internet language, offer exciting opportunities for many disciplines, such as information technology, sociology or psychology (Érsok, 2007: 2). In addition, they provide a basis for linguistic analysis within the field of applied linguistics, such as sociolinguistics or psycholinguistics (Érsok, 2007: 2). In his discussion of the relationship between linguistics and the Internet, Crystal (2001: extract from a radio interview) claims the following:

‘A linguist can't help but be impressed by the Internet. It's an extraordinarily diverse medium, holding a mirror up to so many sides of our linguistic nature. ... The Web is truly part of a new linguistic medium – more dynamic than traditional writing, and more permanent than traditional speech. It's often been said, the Internet is a revolution, yes, indeed, but it's also a linguistic revolution.’

1.1 Rationale

One of the reasons for choosing the language of the Internet as the topic for the research paper was that, as Érsok claims, ‘the topic is relevant and quite unexplored’ (author's translation), (Érsok, 2007: 2). The other reason is that, as a mother, I am not only interested in the problems of teenagers but I would also like to understand their communication more thoroughly. As the most popular social networking site among them is Facebook, moreover teenagers communicate there with each other freely and frequently, I decided to choose Facebook as the field of the research.

1.2 Aims of research

The aim of this analysis is to examine how teenagers' written language on the Internet approaches the features of spoken language. The focus will be placed on how teenagers express their feelings in their written posts. In order to see this, both linguistic and non-linguistic elements in Facebook posts will be analysed.

Non-linguistic elements – such as gestures, body language or facial expressions – within this research refer to the forms of emoticons in the language of the posts.

Linguistic elements in the research refer to spelling and punctuation. More precisely, on the one hand, spelling refers to the use of capital letters (e.g. *NEM*) and multiple letters (e.g. *mannn*). On the other hand, punctuation includes the use of multiple punctuation marks, such as three dots (...), multiple question marks (??) or exclamation marks (!!!). Unconscious spelling mistakes, misspelling or consciously used 'speech-spelling' (e.g.: *u=you* or *télleg=tényleg*) are not included in either categories.

1.3 Hypothesis

My hypothesis is that the use of non-linguistic elements and linguistic elements in the posts on Facebook can replace both the use of paralinguistic elements (gestures, body language and facial expressions) and prosodic elements (intonation, rhythm and volume) that characterise face-to-face interaction.

1.4 Research questions

I am looking for the answers to the following questions within the research:

1. Are teenagers able to fill the gap between face-to-face interaction and computer-mediated communication?
2. What are the differences and similarities of English and Hungarian teenagers' ways of expressing their feelings?

3. How can their symbol system be described?

1.5 Outline of chapters

The second chapter will provide an overview of the literature which examines the features of computer-mediated communication. In the subchapters, the general features of communication and general features of the language of the Internet will be presented through existing research and it will also be discussed how feelings are expressed on the web. The third chapter will describe the method of the research including the participants and an anticipated problem. The fourth chapter will present the results of the research in detail, including emoticons, spelling and punctuation elements. The relevant discussion will also be connected to each finding. Finally, a conclusion will be drawn from the results and suggestions will be given for possible further research.

2 Theoretical background

In the first part of this chapter I will introduce the findings of previous research in order to present the general features of communication and the general features of Internet language. Subsequently, I will also describe how non-linguistic elements appear in computer-mediated communication using information from existing research.

2.1 General features of communication

Communication can either be verbal or non-verbal, and non-verbal communication accompanied by non-verbal communication (paralinguistic features). According to Jakobson (1960) verbal communication has different functions such as referential, aesthetic/poetic, emotive, conative, phatic and metalingual. Each function has a dominant referential function but since the dominant function is not exclusive, the referential function can express the emotions of the sender as well.

According to the relevance theory (Sperber and Wilson, 1986) verbal communication is the communication encoded in linguistic signs. Although the communication seems explicit, the intended content is only partly expressed. The utterance only includes a clue to help the receiver find out the intention together with the help of the context. The utterance never decodes all information explicitly.

Some linguistic tools of verbal communication do not communicate meanings themselves, they just refer to the conclusion that can or has to be drawn from the certain utterance. These tools are the prosodic features and the discourse markers (Blakemore, 2002).

Paralinguistic features can communicate a message alone (a gesture e.g.: nodding), but they can also communicate conscious or non-conscious meanings beside the basic utterance. These are mostly interpersonal meanings about the speaker, the speaker's view etc.

Using the elements of verbal communication the dominant function is the referential one to which supra-segmental elements and paralinguistic features add extra meanings – often

emotive ones – or at least they indicate how the utterance should be interpreted. Consequently, supra-segmental elements and paralinguistic features are closer to emotive functions but their exclusive function is not that one. Paralinguistic features alone very often fulfil emotive function but not exclusively.

For the summary of the characteristics of communication, see Table 1.

Communication			
<i>Type</i>	<i>Subtype</i>	<i>Function</i>	<i>Example</i>
verbal	exclusively verbal	referential	epitaph: John Smith, 1880-1940
		emotive	Wow!
verbal	supported by prosody and paralinguistic elements	referential + emotive etc. interpersonal	You are an idiot! (conspiratorial laughter)
non-verbal	vocalisation	different	Hm!
non-verbal	gestures, body language, facial expressions	referential, emotive	(the policeman holds up his arm) (yawing)

Table 1: Summary of the characteristics of communication

2.2 Language of the Internet

It is common knowledge that nowadays people can communicate with each other fast, easily and frequently from millions of computers through the so called global network (Balaskó, 2005:59).

Previous studies have already stated that when we talk about the language of Internet, we mostly refer to written communication (Balaskó, 2005: 59). This written communication of the Internet shows a very close connection with spoken interaction (Balaskó, 2005: 59) but Crystal mentions two major differences as well (2006: 32-34). On the one hand, Crystal points out the absence of immediate feedback as a consequence of technological features. The reader receives the whole message at once and there is no possibility to show a reaction during the production of the message. Consequently, 'messages cannot overlap' (Crystal, 2006: 33). On the other hand, Crystal claims that the rhythm of computer-mediated-communication is not as fast as face-to-face interaction due to also technological features. He states that even in the fastest communication in a chat room the reader has to wait at least two or three seconds until he/she receives the message which can cause frustration. Not mentioning the communication via email where this waiting period can grow to months depending on the decision of the receiver.

All in all, Crystal agrees that:

'What makes Netspeak so interesting, as a form of communication, is the way it relies on characteristics belonging to both sides of the speech/writing divide.' (2006: 31).

As a result, it is called 'written spoken language' (Bódi, 2004: 287) or 'secondary literacy' (Balázs, 2003: 149 cited in Bódi, 2004: 287). A written text on the Internet that is closer to spoken interaction (e.g. communication on forums, chat rooms) appears at a lower level of construction and style than a written text for specific purposes. In spite of this, there is no point in stating that written texts on the Internet are losing their structure because the professionally formed texts on the Internet appear parallel with the less professional pieces of written communication on the Internet (Domonkosi, 2005: 148).

According to Domonkosi (2005: 146) sociolinguistics make distinction between four levels of publicity in language use: intimate, personal, social and public. As web communication gives an opportunity for the use of all four levels and, at the same time, it provides access to a huge number of texts for almost anybody, the speaker does not feel forced to prepare a formal speech for the public. The result of all of these is that the style of communication on the Internet is perceived as informal (Domonkosi, 2005: 146). Therefore, computer-mediated communication is less structured; the main productions are written in a complex manner and appear with visual items (Bódi, 2004). Visual items with an implied symbolic meaning strongly contribute to the general meaning of the message and these elements have never been as important as they are now (Bódi, 2005: 195).

2.2.2 Forming a community on the Internet

The Internet is a major field for the organization of communities. According to Crystal (2006: 63) from one aspect, being a member of a group on the Internet sometimes does not mean the same as belonging to a real community. From another aspect, it could mean interaction with others at the same place. Moreover, after accepting and keeping the norms of the communication of a certain group, anyone can easily become a participant of the community that fits into his interests (Dyson 1998: 96 cited in Bódi, 2005: 198).

As it is possible to keep the real personality hidden and the physical person does not appear on the Internet, it is easier to form a group and to be a participant of that group than it is in the real world (Bódi, 2005: 198). Consequently, it is also uncomplicated and rapid to create new forms and items of community language which can spread separately from everyday language (Bódi, 2005: 199). The language use of the group of people in the same community depends on both the community on the world-wide-web and the method of speech realisation they use. More often than not, in order to reinforce the position of the community, they develop a certain code-system which represents their norms of interaction. They might use a method of communication they are familiar with or they can create new ones because of the constant change and the opportunities offered by the Internet and the technology (Balaskó, 2005: 62).

Due to the absence of the real person, it is also easier not to suit the requirements of the norms of the standard language either in the grammar forms or in spelling. Consequently, the general

value of the standard language decreases and language use on the Internet does not remain homogenous (Bódi, 2005: 199).

2.2.3 Maxims of manner and relevance

In spite of the fact that the language of the Internet tends to differ from our everyday language use, the aim of communication remains identical. The purpose of both the sender and the listener is the same: to transfer the intended message and to understand it properly. Consequently, the maxims of social interaction defined by Paul Grice (1988: 239 cited in Bódi, 2005: 202) are also relevant in computer-mediated communication. The maxim of relevance and the maxim of manner are the two emphasised features in connection with Internet communication (Bódi, 2005: 202).

The maxim of relevance refers to the fact that the participants of the interaction should communicate about issues which are relevant to the topic. The less energy is necessary to understand the message, the more relevant the communication is (Sperber-Wilson 1996: 153). The participants in Internet communication can alter the traditional methods and rules of writing until the message is still comfortably understood by their partners. They can only take advantage of the available tools (e.g.: the keyboard) to the extent the reader is familiar with the altered elements as well (Bódi, 2005: 202).

According to Kenesei the maxim of manner means:

‘that we should avoid obscurity (being unknown or difficult to understand) and ambiguity (doubtfulness or uncertainty); we should be brief (short) and orderly (systematically arranged)’ (2006: 76).

Bódi (2005: 203) maintains that the criteria of the maxim of manner are quite complicated to apply to the texts on the Internet, since the speakers can only employ the tools of structural change and symbolic elements to the extent they meet the requirements of the genre. Crystal agrees that ambiguity is more likely to happen in online communication and he blames typing for it (Crystal, 2006: 61). As he says, typing is not the everyday behaviour of the person, so the writer has to select what to type which can lead to ambiguity. Consequently, successful discourse on the Internet requires a higher level of knowledge concerning the maxim of relevance and manner and more contribution is needed from the reader (Bódi, 2005: 203).

2.3 Expressing feelings on the Internet

2.3.3 Non-linguistic elements - emoticons

In face-to-face interaction we often benefit from the wide range of non-verbal elements and add extra meanings to the basic message with this help. In the centre of non-verbal elements there are the following: gestures, body language, facial expressions, gaze and tactile communication. A gesture means communication by our hands and arms, while body language transmits communication by our body movement (Nöth, 1990: 387). Neither non-verbal elements (i.e. gestures, body language and facial expressions) nor vocal elements (i.e. intonation, speed of speech or volume of speech) participate in written online communication (Amaghloblei, 2012: 348). As a consequence, it has become necessary to create a system which can replace these non-linguistic elements and is suitable for the speed of Internet interaction, meanwhile, also helps the exact information change (Bódi, 2006: 20). So the focus is on understanding each other well and to pass the information very fast. The content is more important than the form, thus the importance of well-formed linguistic forms is downgraded (Bódi & Veszelszki, 2006: 17-19).

Emoticons emerged as a result of computer-mediated communication. With their visual feature, they help to ensure the fast and exact information flow and it is easy to use them (Bódi & Veszelszki, 2006: 20). Crystal (1998: 27) explains the necessity of the development of emoticons with the ‘immediacy of Net interaction’.

Due to the requirement of fast communication the Internet language user does not want to spend time on explicit content and exact definition and due to the style requirements the user does not want to express himself complicatedly. At the same time – since the communication is mostly informal – it is important for the user to express interpersonal information. Since it is mostly unconscious in face-to-face communication, it becomes more conscious with the use of symbols (e.g. emoticons) on the Internet. According to the relevance theory (Sperber and Wilson, 1986) the utterance should have a contextual effect with a logical processing. Internet communication realises this theory as follows: the main referential function is decoded in a

verbal utterance and beside that, separately, mostly in a conscious way, the emotive function, interpersonal meanings and clues appear for the necessary conclusions.

The term ‘emoticon’ is defined by Amaghloblei (2012: 348) as follows:

‘an emoticon (word from emotion and icon) is a facial expression represented by a combination of punctuation mark, letters or other characters, that viewed from the side resembles a facial expression or, more rarely, gestures.’

The symbols not only make the communication less ambiguous but, for example, a smiley can weaken the tone of an unpleasant message (Amaghloblei, 2012: 348).

Amaghloblei also makes a distinction between typographic emoticons where the exact symbol appears that can be found on the computer keyboard, and graphic emoticons which is often animated and the software used by the person automatically converts typographic emoticons into graphic ones (Amaghloblei, 2012: 349). Bódi & Veszelszki (2006: 7) make a distinction between static and dynamic emoticons. A static emoticon occurs without any animation, whereas the dynamic ones are those which usually represent some movements, such as waving or laughing out loud. Furthermore, Bódi & Veszelszki (2006: 7) divide the static symbols into graphic or typographic ones.

2. 3. 3. 4 History of emoticons

According to Bódi & Veszelszki (2006: 9) the most authentic theory of the birth of the first emoticon dates back to 1982. Scott E. Fahlman, a research professor in Carnegie Mellon’s School of Computer Science was the first suggesting the use of a smiling face. He was a member of a so called newsgroup at the university where they conducted online conversations on both daily and professional topics. As the talks were quite intensive and frequent, many times humorous or sarcastic, misunderstandings sometimes occurred. The complication was caused by those readers who were not able to get the sarcasm. As Fahlman says on his website:

‘In at least one case, a humorous remark was interpreted by someone as a serious safety warning.’

In order to solve the problem and avoid further ambiguity Fahlman posted a message where he suggested the use of :-) for something funny and the reverse of it :-(for something serious. His suggestion spread around the world and now it appears in several variations. Consequently, there is an exact date of birth of the smiley: 19 September, 1982. For the original message see Appendix 5.

2. 3. 3. 5 Emoticons today

Since 1982 emoticons have become very common in computer-mediated communication. Internet users are quite creative, so today we can meet many variations and forms of smileys that emerged from the basic form. As we saw above, the basic elements of an emoticon are the pair of eyes, the mouth and the nose. The basic representation of eyes are the colon, the basic form for the mouth is the half of the bracket, either in a smiling form or in sad form; and the nose is usually represented by a dash (Bódi & Veszelszki, 2006: 14). The intended emotion of the emoticon user defines the variations of the elements. Different types of eyes refer to the different degree of their openness. The meaning is sometimes broadened with the teardrop. The variations of the mouth also imply a wide scale of emotions from sorrow to happiness. Its meaning can also be expanded with the use of the tongue. Since the nose is not a very meaningful element, it often disappears, thus the emoticon remains shortened (Amaghloblei, 2012: 349).

It should also be added that emoticons are not only for expressing feelings but they often modify the original meaning of the message (e.g. irony, fooling, positive or negative attitude). They could also refer to illocutionary intention (I did not want to hurt you!) or perlocutionary effect (laugh with me at yourself!). Moreover, they can refer to information of the sender himself or the relationship of the two partners. According to the relevance theory it can be stated that coded information expanded with graphical signs also helps to give a clue for the exact and relevant interpretation (Blakemore, 2002).

2.3.4 Linguistic elements on the Internet

Ersok (2007: 195-196) refers to the absence of prosodic and paralinguistic elements in Internet communication when she says that a change in spelling and punctuation is notable. She differentiates between the use of capital letters which symbolize shouting, the use of multiple letters and multiple punctuation marks. Ersok (ibid.) sees the reason for the development of these phenomena in the aim to avoid ambiguity and misunderstanding. She also adds that the different features of each genre on the Internet and the personalities of the users form the frequency of each element.

Bódi & Veszelszki (2006: 18-19) also refer to the creative techniques besides emoticons which appear in computer-mediated communication in order to strengthen the emotional meaning of the message. They claim that using only words written in capital letters replace shouting in verbal communication as it does in communication via email. Bódi & Veszelszki also point out that punctuation is usually omitted in this type of interaction, it only appears – and usually in a multiple form – when it carries an emotional meaning or emphasis.

Interestingly, Crystal (2006: 38) points out the fact that the previously mentioned linguistic elements (e.g. use of capital letters or repeated punctuation) are only able to express extreme feelings and are not able to make distinction between slightly different ones. Crystal also claims (ibid) that as a consequence, people tend to write down exactly what they think and how they feel.

It is important to add that there are differences between cultures in the way they express their feelings. It is common knowledge that we are best in expressing our feelings in our mother tongue, while we are braver to speak about our feelings in a foreign language as if hiding ourselves behind a foreign language (Pavlengko 2006). The emoticon can be a tool for disposing of our inhibitions – a conventional sign which indicates the emotion without any commitment, without expressing it verbally.

2.4 Summary of the chapter

To sum up, we can say that in spite of mainly referring to written texts when we talk about the language of the Internet, this language has a close connection with spoken interaction. As

communication on the web is fast, a symbol system has emerged including linguistic and non-linguistic elements in order to be adapted to the speed of Internet interaction. Non-linguistic elements appear in the form of emoticons, while the linguistic elements that add extra emotional meaning appear in the form of punctuation and spelling.

3. Research design

In this chapter, I will focus partly on how the research project was carried out, and partly on its basic element, the post. The selection of the participants and anticipated problems will also be discussed here.

3.1 Research methods

The method is mainly text analysis, observing one post at a time, but it also includes statistical analysis focusing on frequency. During the observation, (from 9 August to 9 October, 2012) I randomly logged on my Facebook message board and examined the posts of teenagers on my list of friends. The observation of these posts and interactions was passive, without any interference. The focus was on the type of non-linguistic or linguistic elements used by teenagers and their purpose.

3.2 Definition of a post

The basic element of the text analysis was a post on this social networking site. A post in this research refers to one set of reaction which usually means one sentence. The site and the communication on Facebook differ from an average forum or chat room because not everybody is allowed to add a comment but only those who are allowed to by the registered user. This is a characteristic feature of Facebook.

3.3 Participants

The participants of the research are teenagers in a broad sense, from the age of 13 to the age of 20. Both Hungarian native speakers and English native speakers were selected. There are altogether 20 young adults on my Facebook friend list. While examining their posts, I paid crucial attention to focus only on their own posts and not these of others', who might react to the comments.

In order to meet the requirements of the ethical chapter of empirical research, the participants were all informed about my study and it was made clear to them that no personal data is used and the information is treated secretly within the research. They also have the opportunity to access the results of the research and also the research paper itself if interested.

3.4 An anticipated problem

A difficulty occurred when I was unable to decode some of the emoticons because of my lack of knowledge of the symbols. Thus, the solution was to ask two different young adults to explain the meanings of these symbols. The results will be presented later.

In spite of the guidance of my two advisors, there still remained a post which we were not able to decode. This long combination of emoticons refers to one utterance. I assume that the pair of eyes is the dashes; the quotations marks could refer to teardrops and the dots can either be the nose or the mouth. The large number of exclamation marks at the end means that this is a very emotional utterance.

- - - - - ! ! ! ! !

Eventually I asked the person who posted this and the explanation is that this series of symbols refers to dissatisfaction and irony. He strengthened my assumption that the dashes are the pair of eyes; he added that the dots are the mouths, and as opposed to my assumption, the quotations marks refer to sweating. The interpretation of the utterance is: ‘Are you serious? Do you really mean that?!’

4. Results and discussion

In this chapter, I will present the results of the analysis, starting with a short statistical overview. Afterwards, the corpus will also be introduced in numbers, and to conclude, each finding will be discussed.

4.1 Statistics of the participants

From the 20 participants, 16 are Hungarian native speakers and 4 are English native speakers. 3 English speakers are female students and one of them is a male student.

There are seven 15-year-old Hungarian females, one 19-year-old, one 17-year-old, one 14-year-old and two 13-year-old female students. From the Hungarian male students one is 20 years old, the other three are 15 years old.

4.2 General statistical data of the corpus

The observation altogether consists of 389 posts of which 135 are English and 254 are Hungarian. 117 posts contained at least one emoticon, 78 posts contained at least one punctuation element (either spelling or multiple punctuation marks) and 81 posts contained both. 113 posts did not contain any of these.

Within the 135 English posts examined 15 contained at least one emoticon, 49 contained a punctuation element and 13 posts contained both. It is also remarkable that almost half of the posts (n=58) did not contain any of them (See Figure 1).



Figure 1. The division of non-linguistic and linguistic elements in English posts

On the other hand, within the 254 Hungarian posts examined 102 contained at least one emoticon, 29 contained a punctuation element and 68 contained both. Only one third of the posts (n=55) did not contain anything (See Figure 2).



Figure 2. The division of non-linguistic and linguistic elements in Hungarian posts

4.3 Emoticons

In the following subchapters I will discuss non-linguistic elements, the system of emoticons in detail. First of all, I will show how the symbol system changed in the last few years, secondly, I will point out a difference in the use of these elements between the two nationalities.

Afterwards, I will give an overview of how each element is represented in the posts, and finally I will refer back to the maxims of relevance and manner discussed in the second chapter.

4.3.1 Expansion of the emoticon system

The first finding is that there is one exceptional symbol which is other than the combination of eyes and mouth but it is still considered as an emoticon. This is the representation of the heart which is an expansion compared to the study of Bódi & Veszelszki (2006: 52-53). Although the heart is an inner organ of the human body, it still refers to emotions, mainly positive ones, more precisely love. But both English and Hungarian teenagers use the heart not only for expressing love but for expressing how much they like their friends as well, since it can be seen in conversations between teenagers of the same sex.

The symbol of the heart is also a static emoticon, either in a typographic way <3 or in a graphic one ♥. 15 of the Hungarian posts involved the heart alone and in 17 posts the heart was embedded parallel with an eyes-mouth combination.

e.g.: *Kösz:DDD ♥ Ht látszik h este készült...:DDDD.*

From the 28 English posts with emoticons, 6 had the heart alone and 2 contained the heart and the eyes-mouth combination.

i'm not! i was saying i loved you mannnn<3.

According to the online article of The Economist (2011) the Oxford English Dictionary included the heart symbol into its list of words as ‘pronounced “heart”, and defined as a transitive verb meaning “to love”’, and it is the first graphic symbol in the dictionary (See Appendix 7).

Interestingly, there is also an expansion of the emoticon system compared to Crystal’s list (2006: 40), he provides a list of:

‘the most commonly used forms, along with a few of the hundreds of ludic shapes and sequences which have been invented and collected in smiley dictionaries.’

This list lacks the use of the capital D which is, however, very preferred by teenagers in their posts.

4.3.2 A difference based on nationalities

Another finding of the observation is that both English and Hungarian teenagers applied the same combination of symbols for the same purpose. Reacting to something nice or positive, the usual smile :) occurs, while the opposite for something negative : (. These two symbols are the basic elements of this symbol system. They are also considered to be the basic elements of facial expressions in these two Western cultures, since they represent the middle of the face, the eyes and the mouth.

The difference is that while Hungarians used more emoticons both in quantity and in variety, English youngsters used and varied more with punctuation and spelling. This phenomenon is supported by the general statistical data above.

Table 2 below represents examples of the opposition in the use of symbols and punctuation between Hungarian and English speaking teenagers. Instead of writing the smiling symbols, English teenagers often wrote 'haha'. They were also more likely to express their emotions in written form, by letters, while Hungarians preferred the symbols. In spite of this general observation, there is a counter-example in both cases as it can be seen in the last line of Table 2.

Hungarian teenagers	English teenagers
:DDDDDDDDDD le se tagadhat:D ♥♥♥	HAHAHA.
♥♥ :D	truth is your cover photo is the cutest thing ive ever seen! love it!
legjobb képed-*.♥	I dont know where i would be without my mommy. Shes the best. I love you
én most túl fáradt vok egy sdfgfgddfgjghkjn reakcióhoz:D bár a twitteres megjegyzésem és h egyből tweetelt utána kiverte a biztosítékot :D pár mp telt el h írtam, és erre fölött twitterre :P♥	Really???

hihetetlen vagy Jaeseop-ah	
----------------------------	--

Table 2. The differences of the use of linguistic and non-linguistic elements in the posts of English and Hungarian teenagers

There does not seem to be a definite answer to the question why there is this opposition of favouring one or the other element by the two nationalities. However, there is a slight age difference between the two groups because the Hungarian teenagers are mostly in their early teens but the English young adults are going onto their late teens. Interestingly, I managed to find one of the fathers' posts among the Hungarian posts while I was looking at the samples, and that particular post had neither an emoticon nor a punctuation element in it. Consequently, it can happen that as the person is aging he is less likely to use either of these elements. Or if we look at the phenomenon from the other end, an elderly person is more likely to prefer the traditional rules in writing.

Moreover, let me refer back to what Pavlenko says (2006) that there are differences in expressing feelings between cultures. Although these teenagers use their mother tongues, they seem to find a method to hide what they do not want to verbalize in connection with their feelings. As we all speak differently, they do it differently as well.

4.3.3 The combination of eyes and mouth

The third finding of the observation is not based on the differences between the two nationalities but on how each element of the emoticon is represented. As we have seen in 2.3.3.5 what the literature considers the basics of the emoticon – the pair of eyes and the mouth – they appear in most of the symbols. The probable reason for this is that the middle of the face is the central part of our non-verbal communication when we express our feelings in face-to-face interactions.

Further detailed statistical analysis was conducted to support this statement. Of the examined Hungarian posts, altogether 170 posts contained at least one emoticon. The combination of eyes and mouth appeared in 129, this is the majority. But there were 4 posts where only the eyes occurred (e.g.: *megverhetlek? ^^*) and 5 where only the mouth (e.g.: *szandi azért mert a sulik elvileg nem tudnak arról a sorrendről amit beirtál OO*) emerged. A possible reason for

the occurrence of only one element is the misspelling of the symbol by the teenager due to the speed of communication on the web.

It is also interesting, that the majority of the Hungarian posts (n=103) contained only one emoticon. In this research the combination of a pair of eyes and multiple mouth (:DDDDDDDDDDDD) is considered as one emoticon. The rest (n=67) consisted of more than one emoticon within one post. There were nine posts which only contained an emoticon or a combination of emoticons, which means that the sentence itself was just one symbol. These were the following:

1. ♥ (*twice*)
2. :(
3. ;D
4. :DD
5. :D (*twice*)
6. DD
7. ♥♥ :D

In the English posts examined only 28 contained at least one emoticon. The representation of the elements was quite homogeneous since in the majority (n=19) the combination of eyes and mouth was embedded and only one post contained the pair of eyes alone.

Most of the posts (n=24) had only one symbol and there was only one post which did not consist of anything else but an emoticon (i.e. xD).

4.3.4 The pair of eyes

The following distinction is not based on the divisions between the two nationalities either but the variabilities within the representation of the basic elements of the emoticons, firstly, the pair of eyes and secondly, the mouth.

The capital X can function as eyes when something is very funny.

4.3.5 The mouth

The form of the mouth is quite variable as well. The basic form of the mouth is apparent in either the form of a happy smile with the help of the closing bracket ')', and the sad smile with the opening bracket '('. But teenagers seem to be more creative in the use of the keyboard because there is a quite long list of how the mouth appears in the posts.

There is the “smiling bracket” as a “usual” smile.

e.g.: *Truth is i never really talked to you but your super gorgeous and you seem fun to hangout with!:))*

The capital D appears when something is extremely funny.

e.g.: *és azok a fejek xDDDD Az a tánc.. :DDDD tudjuk h mi kell a diszkóba mi? :DD*

The lonely asterisk in the place of the mouth represents a kiss.

e.g.: *I miss you :**

The capital or the small P shows how the tongue comes out from the mouth and teenagers use this symbol when they want to express irony.

e.g.: *Elkaptam tőled :P*

my mirror is a bit dirty:p

The small or capital O can indicate surprise, worry or fright.

e.g.: *dzsedierő :O*

The backslash '/' or the symbol of the dollar represents a grimace usually in a negative situation, so when teenagers do not like something.

e.g.: *Szánalmas magatokból induljatok előbb ki:/*

Dude , I Miss the Old Woe, Is Me :/

hát igeen... :\$\$

As it was mentioned in 3.4, there was an anticipated problem during the research since sometimes I had difficulties in decoding the elements used. In order to solve the problem, two Hungarian teenagers were asked for help and they provided a list of the symbols with their purposes. The summary of this list is shown in Table 3 and it also summarizes all the keyboard elements that appeared in the posts.

As it can be seen from both Table 3 and the list of examples, teenagers frequently use the symbol system on Facebook to express their feelings. To the extent of the possibilities of the keyboard, they vary the symbols according to the emotion they want to express. It can also be stated that they use the basic symbols to express basic feelings but there are more variations for positive ones.

It can also be seen that teenagers use emoticons not only for expressing feelings but also for modifying the message they want to send. They often express irony or they like fooling each other as well.

An expansion of the emoticon system was recorded in this research as compared to a study in 2006 (Bódi & Veszelszki, 2006: 52-53). There is one element which does not appear in Bódi & Veszelszki's study and this is the two forms of the heart. Furthermore, the pair of eyes appears not only in the form of the colon: many other keys are also used for representing a certain extent of the openness of the eyes. It was interesting to see that teenagers make a distinction between the lines of eyes while laughing (X) and while being angry (-) although in real life these look almost the same.

Emoticons for positive purposes	Purpose	Emoticons for negative purposes	Purpose	Emoticons for other purposes	Purpose
: :) :)))	happy smile	: (: (((	sad smile	: o	worry or fright
: D : DDD	laughing out loud	: ' (	pain (teardrop)		
^ ^ _	saying something cute	- _ -	being cross or angry		
;)	blink	: /	something bad		
<3 ♥	for love	- _ - "	something		

			shocking		
: P : p : PPP	irony	:\$	a negative grimace	: P	irony
_	something nice				
: ‘)	happy things				
: *	kiss				
X) and XD	very funny				

Table 3. The summary of the different elements and their purposes in the occurring emoticons in the posts

While in face-to-face communication eye-contact seems more important than mouth communication, in the posts there are more varieties both in type and number for the mouth. The more often a mouth follows a pair of eyes, the more emphasized that particular feeling or emotion becomes. The same is true for the number of teardrops they use, since they also have the function of emphasis.

When the two Hungarian teenagers were asked to help with the decoding of the symbols, the results were two identical lists, although the two young adults did not know each other. The identity of the lists can be explained with the similar way of thinking within this age group and also with the closed community they appear within, which is Facebook, regardless of the fact whether they know each other or not.

4.4 Linguistic elements

An even deeper investigation in the variations of punctuation and spelling led to the fourth interesting finding. Resourceful teenagers have already found ways besides emoticons to emphasise, surprise or shout with the help of the keyboard. This variety of communication is more preferred by the English youngsters but a large number of Hungarian examples can be found as well.

Within the examined Hungarian posts 97 contained a punctuation element. It was mostly (n=58) represented by the usage of multiple punctuation marks, such as three dots:

(e.g.: ”jó...de...akkor is olyan lehetetlennek tűnt”) multiple exclamation marks (e.g.: “De legalább fenn vagyok!!!”) or multiple question marks (e.g.: “hallod reni az nem.tunt fel neked

h nem is volt iskolába győzobacsi??”). There were only 27 posts where the capital letters (e.g.: *”JOBBVAGY MINT SEHEREZÁDÉ”*) or multiple letters (e.g.: *“kávéfőzőőő”*) were observed and in 12 posts both the punctuation elements and the variations of letters were applied in order to add extra information to the general meaning.

Within the English posts examined 62 contained a punctuation element. This was mostly (n=47) represented by letters, either the combination of capital letters (e.g.: *“I KNEW IT!”*) or multiple letters (e.g.: *“lovvvvve”*) accompanied the general meaning for extra information. In 12 posts the usage of multiple punctuation occurred usually with three dots (e.g.: *“unless you’re a cat...or yoda”*) multiple exclamation marks (e.g.: *“EVERYWHERE!!”*) or question marks (e.g.: *”Really???”*). There were 3 posts where both letters and punctuation appeared for carrying extra meaning.

In general it can be stated that linguistic elements in computer-mediated communication on Facebook try to replace the vocal elements of face-to-face interactions. First of all, the use of capital letters means to shout as it does in communication via e-mail.

e.g.: *NEM MEGYEK ODA.....NEM MEHETEK ODA*

COME ON!!!!

Secondly, multiple letters refer to the changes of our intonation.

e.g.: *riasztóóó*

Loooooooooveeeeyoooooooooooooooooooo

iiiiiiiiii loooooooooooooooooooooove her so muchhhhhhhhhhhhhhhhhhhhhhhhhhhhh♥

i willlll im curling my haiiirrrrrrr

oh.my.god. im dyyyyyyyyyyying

naaa mivan öcsééééééééééém ?? :):):):)

When teenagers want to emphasise what they mean they also apply multiple letters.

Interestingly, the following letter combination was observed quite frequently on the English message boards either in this long form or in a shorter form. In all cases it could have been replaced by the happy smile, so it definitely referred to something very funny: e.g.

There is also an extra meaning implied when teenagers use the punctuation marks in a great amount. Three dots are very good for indicating silence or hesitation:

Truth is...I don't know you

are you seriously not awake???

:'''D a mai napunk HUÚ xDD -(én) Fáj a vállam a táskától.. (vivi) Nekem a szívem.. (én) A táskától? :OOO :'''DDD Meg a ketté tört... -A szíved? -Nem az alma, a táskán ülés volt a téma xDDD Nem mindegy h fölfelé vagy lefelé :D Aztán csak meg ne halljanak minket mi? xDDD ÉS ne feledjük: -BEGÖRCSÖLT A KEZEM!! GYORSAN FOGD MEG A TELÓM MERT ELEJTEM xDDD ÉN EZEN OLYAT RÖHÖGTEM xDDDD és azok a fejek xDDDD Az a

tánc.. :DDDD tudjuk h mi kell a diszkóba mi? :DD meg az angolnál xDD te: Mi?? Félek az angoltól mert jó?? :""DDDDD ♥

Another difference exists between the Hungarian and English posts considering the above mentioned linguistic elements in them. While Hungarian teenagers prefer using punctuation elements (e.g. multiple dots, question marks or exclamation marks) for emphasis or expressing emotions, English speaking teenagers prefer the variations represented by either multiple or capital letters. The purpose for using these elements remains the same for the teenagers of both nationalities. This phenomenon also refers to the unified feature of the symbol system in these two Western cultures.

4.5 Referring to the maxims of relevance and manner

I found a difference from face-to-face interaction in connection with the application of linguistic and non-linguistic elements in the posts. We do not always use facial expressions, body language or even prosodic elements consciously in face-to-face conversations. As opposed to this, participants of communication on the Internet have to use each symbol consciously because a person is needed for using the keyboard. As the 'tool' for the person to make himself understood clearly is not his/her face in this case but his/her computer, the conscious use of this symbol system is inevitable.

The question of misunderstanding and misleading occurred at this point. In our everyday lives, sometimes the speaker's intention is to deliberately mislead the listener. Considering the posts on Facebook, especially when examining a relatively small number of people of a particular age, I agree with Bódi (2005: 203) in that a high level knowledge of the maxims of relevance and manner is necessary on the part of the participants. Their intention is to transfer the exact message without any misunderstandings and they seem to reach this goal perfectly. In spite of the many variations of emoticons and punctuation elements, the number of variations is not endless. It seems that the closed community on Facebook and the finite number of linguistic and non-linguistic elements together account for the avoidance of misinterpretation of each post.

5. Conclusion

The main goal of my research was to examine how teenagers express their feelings on the Internet, what linguistic and non-linguistic elements they use to compensate for the lack of paralinguistic and prosodic elements of face-to-face interaction.

The answer to the first research question is that these young adults have a symbol system on Facebook and they are able to fill the gap between face-to-face interactions and computer-mediated communication with the help of the system. Although they cannot use their body or voice, they are resourceful enough to replace these elements adequately with the help of the keyboard. As the speed of posting is almost as rapid as live speech, for compensating and making their written communication more complete the application of this symbol system is necessary.

As far as the similarities in use are concerned between the two nationalities, we can say that both Hungarian and English teenagers use the same symbols for the same purpose on this social networking site. It leads to the conclusion that they follow a similar way of thinking given their age and they try to exploit the features of the website in the same way. Moreover, the identity of their symbol system suggests that it is a unified system between these two Western cultures. The unified system of the symbols refers to the fact that in our continually more and more globalised world, cultures gradually tend to approach each other and they have a significant impact on each other. Regarding the field of the world-wide-web, distance does not count and therefore these two cultures seem to take each other's traditions easily.

However, comparing English and Hungarian teenagers' posts, differences also occurred both in the frequency and the type of each linguistic and non-linguistic element. The data showed that Hungarians use more emoticons while young English adults seem to prefer the variability of spelling and punctuation. Thus, going into an even deeper investigation, the results show that there is also a difference in the division of linguistic elements. English teenagers use more multiple punctuation marks and Hungarian young adults use more spelling options, such as capital or multiple letters. Nonetheless, it seems that teenagers' definite aim is always to transform the impersonal machine communication into a personal, emotional and real

communication. Since it takes a long time to type the emotions, this quick and simple emoticon system is quite adequate.

Since the third research question investigated the features of the emoticon system, it can be stated that the basic type of emoticon remains the same – the colon for the pair of eyes, and half of the bracket for the mouth. However, there is an expansion in the number of types. Comparing the types of this research to the types listed in the study of Bódi & Veszelszki (2006: 52-53) there are more options for eyes and mouth as well.

There is one new element compared to the previous study, which is the heart, appearing in two forms (typographic and graphic) representing like or love. The expansion of the symbol system indicates that a system development in emoticons can be observed.

It is concluded from the results that the users of the Internet are so creative that they found their way to make their communication visual and colourful with the extent the keyboard can make it possible. Besides emoticons, punctuation elements occur to express their emotions more understandably. They emphasise their happiness, anger or surprise with the help of these linguistic elements, consequently the hypothesis is proved.

There are plenty of possibilities for further research. Firstly, other options for expressing emotions should be examined in the same website to receive a more extended result. Secondly, other fields of the Internet ought to be analysed for the same purpose to gain a broader perspective. Thirdly, involving other age groups, other languages or a deeper investigation in gender division should also lead us to interesting findings.

Finally, Crystal gives a cautionary endnote about the language of the Internet and the way he sees the change:

‘Treat nothing as final, in the electronic world. ... automatic speech synthesis and recognition will be so efficient that we shall no longer have to type our messages into our computers. We shall just talk. Smileys will be a thing of the past. Or will they? Will people still feel the need for a written version of what they are saying? Even if they don't, one thing is certain: the arrival of electronic speech communication will bring a whole new range of spoken varieties to study. There'll be plenty for linguists to do.’ (1998: 28)

References

- Amaghloblei, N. (2012): 'Linguistic Features of Typographic Emoticons in SMS Discourse.' *Theory and Practice in Language Studies*. Vol 2. No 2. pp. 348-354. Retrieved from: <http://ojs.academypublisher.com/index.php/tpls/article/view/tpls0202348354/4260>
- Balaskó, M. (2005): 'Virtuális közösségek kommunikációja a cybertérben.' In: Balázs G. & Bódi Z. (Eds) *Az internetkorszak kommunikációja*. Budapest: Gondolat- INFONIA pp. 59-88.
- Blakemore, D. (2002): *Relevance and Linguistic Meaning: The Semantics and Pragmatics of Discourse Markers*. Cambridge: Cambridge University Press.
- Bódi, Z. & Á. Veszelszki. (2006): *Emotikonok Érzelemkifejezés az internetes kommunikációban*. Budapest: Magyar Szemiotikai Társaság.
- Bódi, Z. (2004): 'Az írás és a beszéd viszonya az internetes interakciókban.' *Magyar Nyelvőr* 128. 286-294. Retrieved from: <http://www.c3.hu/~nyelvor/period/1283/128302.pdf>
- Bódi, Z. (2005): 'Szimbolikus írásbeliség az internetes interakcióban.' In: Balázs G. & Bódi Z. (Eds) *Az internetkorszak kommunikációja*. Budapest: Gondolat-INFONIA pp. 195-212.
- Crystal, D. (1998): 'Interpreting interlanguage.' *The A-level English Magazine*. pp. 27-28. Retrieved from: http://www.davidcrystal.com/DC_articles/Internet8.pdf
- Crystal, D. (2001): Languages on the Internet. Lingua Franca. ABC. (a radio interview) Retrieved from: <http://www.abc.net.au/radionational/programs/linguafranca/language-and-the-internet/3481566#transcript>
- Crystal, D. (2006): *Language and the Internet*. Cambridge, UK: Cambridge University Press. pp. 1-66.

- Domonkosi, Á. (2005): 'Az internet nyelvhasználatának empirikus kutatási lehetőségei.' In: Balázs G. & Bódi Z. (Eds) *Az internetkorszak kommunikációja*. Budapest: Gondolat-INFONIA pp. 143-158.
- Ersök, N. Á. (2007): Az internetes kommunikáció műfajai (különös tekintettel az interaktív magánéleti műfajokra). (Unpublished PhD dissertation) Retrieved from: <http://doktori.btk.elte.hu/lingv/ersoknikoletta/diss.pdf>
- Fahlman, S. E. (n.d.): *Smiley Lore :-)* Retrieved from <http://www.cs.cmu.edu/~sef/sefSmiley.htm>
- Jakobson, R. (1960): 'Linguistics and Poetics.' In: T. Sebeok (Ed) *Style in Language*. Cambridge, Technology Press of Massachusetts Institute of Technology, pp 350-377.
- Kenesei, A. (2006): 'What did you mean by what you said? – Pragmatics.' In: Richter, B. (Ed.) *First Steps in Theoretical and Applied Linguistics*. Budapest: Bölcsész Konzorcium. pp. 73-81.
- 'Lexicography: Have you no ♥?' *The Economist*. 26. March 2011. Retrieved from <http://www.economist.com/node/21017291>
- Nöth, W. (1990): *Handbook of Semiotics*. Bloomington: Indiana University Press. pp. 387-419.
- Pavlenko, A. (2006): *Bilingual Minds Emotional Experience, Expressions and Representation*. Clevedon: Multilingual Matters. p 1-33.
- Sperber, D. & Wilson, D. (1996): *Relevance: Communication and cognition*. Blackwell, Oxford. Cambridge.

Appendix 1 – Figure 1



Figure 1. The division of non-linguistic and linguistic elements in English posts

Appendix 2 – Figure 2



Figure 2. The division of non-linguistic and linguistic elements in Hungarian posts

Appendix 3 – Table 1

Communication			
<i>Type</i>	<i>Subtype</i>	<i>Function</i>	<i>Example</i>
verbal	exclusively verbal	referential	epitaph: John Smith, 1880-1940
		emotive	Wow!
verbal	supported by prosody and paralinguistic elements	referential + emotive etc. interpersonal	You are an idiot! (conspiratorial laughter)
non-verbal	vocalisation	different	Hm!
non-verbal	gestures, body language, facial expressions	referential, emotive	(the policeman holds up his arm) (yawing)

Table 1. Summary of the characteristics of communication

Appendix 4 – Table 2

Hungarian teenagers	English teenagers
:DDDDDDDDDDDD le se tagadhat:D ♥♥♥	HAHAHA.
♥♥ :D	truth is your cover photo is the cutest thing ive ever seen! love it!
legjobb képed-*.♥	I dont know where i would be without my mommy. Shes the best. I love you
én most túl fáradt vok egy sdfgfgddfgjghkjin reakcióhoz:D bár a twitteres megjegyzésem és h egyből tweetelt utána kiverte a biztosítékot :D pár mp telt el h írtam, és erre fölött twitterre :P♥ hihetetlen vagy Jaeseop-ah	Really???

Table 2. The differences of the use of linguistic and non-linguistic elements in the posts of English and Hungarian teenagers

Appendix 5 – Table 3

Emoticons for positive purposes	Purpose	Emoticons for negative purposes	Purpose	Emoticons for other purposes	Purpose
:) :)))	happy smile	: (: (((	sad smile	: o	worry or fright
: D : DDD	laughing out loud	: ‘ (	pain (teardrop)		
^ ^ _	saying something cute	- _ -	being cross or angry		
;)	blink	: /	something bad		
<3 ♥	for love	- _ - “	something shocking		
: P : p : PPP	irony	: \$	a negative grimace	: P	irony
* _ *	something nice				
: ‘)	happy things				
: *	kiss				
X) and XD	very funny				

Table 3. The summary of the different elements and their purposes in the occurring emoticons in the posts

Appendix 6 – Fahlman's message

19-Sep-82 11:44 Scott E Fahlman :-)
From: Scott E Fahlman <Fahlman at Cmu-20c>

I propose that the following character sequence for joke markers:

:-)

Read it sideways. Actually, it is probably more economical to mark things that are NOT jokes, given current trends. For this, use

:-(

Source: <http://www-2.cs.cmu.edu/~sef/Orig-Smiley.htm>

Appendix 7– Oxford English Dictionary entry

heart /hɑ:t/

verb [with object] informal

like very much; love:

I totally heart this song [from use of the symbol ♥, first popularized by the ‘I ♥ NY’ advertising campaign of the late 1970s]

Source: <http://www.tumblr.com/tagged/oxford%20dictionary?page=21>

Appendix 8 – Hungarian posts

Sajnos a tanulót a Leövey Klára
Gimnáziumba nem áll módunkban
felvenni, mivel a Közoktatási Információs
Iroda kimutatása szerint már felvételt nyert
egy, a tanuló által előbbre rangsorolt
oktatási intézménybe. <- a legszebb
mondat*.*

pedig erről nem kéne tudniuk..O.o

megverhetlek? ^^'

miért??o.o

miért??? :D

a nyafogásaid miatt.. :D

és mert nem hittél nekem ^^

szandi azért mert a sulik elvileg nem
tudnak arról a sorrendről amit beírtál OO

de tudnak amúgy :)

mármint arról a részről, h hanyadik helyen
jelölted meg őket.

csabának mondta vmi 7-es csaj akinek az
anyja mondta

végülis..ja...de lehet így utólag már
tudnak..o.o...mondjuk már mind egy...a
lényeg hogy nem vettel fel:DD :\$

vettek*

NEEEM.:D...én oda nem juthattam
be.....NEM MEGYEK ODA.....NEM
MEHETEK ODA:D....nem:(.....

Azért jóvolt a mai nap
Dominey:DDDDDDDDDDDDDDDDDD♥♥
:D^^♥

:DDDDDDDDDDDD<3az a röhögés:D

Sztem te maradj csendben :D te számár :D

riasztóóó.:D

:\$ jó...de...akkor is olyan lehetetlennek
tűnt...még most is alig hiszem el *.* :\$

mégvalami? :DDDD

ti ne beszéljete az eh eh ehheh...:Dmeg a
sikítozásoddal:D

ti se vagytok jobbak szval sztem mind
maradjunk

:DDjólván oké rendben :D

oooo hogy az a.....***** :@...ha már
tudják azt a nyomorék névsort miért nem
tudják kitenni...>< miért kell szombatig
várni>< ???....nem értik meg hogy látnom
kell hogy nem vagyok rajta.....>< csak
írják ki hogy én ne jutottam be...csak
annyit hogy én nem vagyok ott...:D ><

.. vagy azt hogy bejutottál.:DDD

he?o.o nem akkarsz abba menni?><

én a Berzsenyibe szeretnék...és ez ami csak
pénteken teszi ki a Leövey...és én nem
akarok a Leöveybe menni.....én a
Berzsenyibe...muszáj:(

oh értem.. hát azért sok szerencsét^^

vagyis szombaton teszi ki*

köszönöm^^ remélem nem leszek benne*.*
:DDD

köszii ♥ :))
thx :D
köszii :DD

biztos ez?? önmagamért tutii?? m1 közzii ♥
hát igeen... :\$\$ Közzii ♥♥

♥

nm.:DD

kajra nem volt? :OOOO

nekem is te kittinkém ♥
köszönöm.♥
nm.:♥

Köszönöm

♥

höhxDnm ♥

a hülyeségek... am Közzi :D

Közzii♥

Ha ez telleg az o kocsija akkor ennyi
meghalt ezt a balesetet nem lehet tuelni
nezd meg h hog összetört es pont ahol o
vezetett

panni<3nm.:)

közzii :) ♥

Közzii ♥

Nm♥

De legalább fenn vagyok!!!
na látod ákos szebi legalább meg köszöni
vagy vmi ez jó indulat volt szebi!!:)
és ákos!!

Én is megköszöntem,nézz feljebb

ákos az a lényeg hogy fenn vagy meg ez
amúgyis jó indulat volt naa !!:))

haljátok?elvileg meghalt Győző bácsi

ott az autója is... R.I.P

miért lenne győző bácsi?:'(másnak is lehet
olyan autója

hallod reni az nem.tunt fel neked h nem is
volt iskolaba gyozobacsi??

mindig latom de most nem lattam

ha így lett volna hallottunk volna róla
szerintem

nem tuti nincs baja győző bácsi szívos
remélem nincs baja:'(

írja is a szöveg h " a balesetet okozó IDŐS
férfi meghalt"

Ezaz

reméljük hogy nem

Sajnos igaz en is kivagaok nagyon
szerettem.gyozobat:'(isten
nyugosztalja:'(

majd hétfőn kiderül:('

igen

:('

kiderül az hamarabb ^^

mondjuk az is igaz

Honnan veszed?

:(' én sírni fogok ha ez igaz:'(:'(

megkérdezem marcsinénit

Oke

vagy szabbát

Ja

TÉLLEG BAZDMEG PÉNTEK 13 OMG

Jaja

basszameg az isten tényleg ilyen a kocsija
baszki!!! Most komolyan igaz h lehetett
Győző bácsi v mi??? :(

rábastunk

kurvára rááá vazze :(

Igen!!!! Ez ő!!! Nyugodjon békében

Tényleg meghalt:'(most jöttem sulitól :(

mi is ott voltunk..

jaja, lógos

Nyugodjon békében! :(

Basszameg tényleg igaz Győző bácsi????
Valaki menjen el és nézze meg van-e
fekete zászló...állítólag már kint van...aki
közel lakik...:(!!!

én már voltam

tényleg

Kaptam levelet a Patakiból már tuti hogy
felvettek jesz:)

Gratula Martinka:D

Minden leendő 9-esnek a Berzsenyiben
angol szintfelmérőt kell írni...én azt hogy
a***** csináljam??o.o

XD learn English XD vagy mi a ...

ne aggódj nekem is kell

deb azt hogy???

max kezdő angol csoportba kerülsz

felvettek????????????

még nem tom

nem kaptál levelet?:O

még nem

Valaki megadja a mai és a tegnapi
házit?:Dköszii :D

;D

na de máár tényleg !!!:DDD

és nemírna senkii hozzá áhh :D

Amúgy a Vivi azért nem jön suliba mert
pornófilmet forgat XD

pfff..

:DD

mégjóóóó :DDD:\$

és engem nem vittél el? :(

gonosz vagy XD

9a ba fogok járni és felvettéka tomikát is

engem kihagyt

*ál

lehet h te vagy a tomika:D

zsoltot is felvették csak nem ugyanabba
abba az osztályba

legalább titeket:///

téged is vivi;)

jóhátna :Dmostmár tudom :D

:D

nem max tamooka de nem tomika Reni
:DXD

össze lehet keverni

köszönöm széles ennyi erővel az Olit is az
Olivval:P :) :D xD

én nem tetszikezem

Hány kiló marihónaja kell neked
hunnapra?

A szabolcs úgyis elfelejtené

20000000000000000000

1 kilóóóó

GO XD

Megadja nekem valaki a mai házit? :)))

mert lóg..

valószínű

sose fogom tudni megtanulni ezt az
izét...nem is tetszik..xD

de bakker ha ti nem éneklitek akk nekünk
kella Vivivel 2ten ..ugyh énekeljétek
szépen!!!! :D

Szerintem tiszta jò:DD

sztem nagyon szar....:DDDés igen
tanuljátok pls! :D

Úristen :DDDezt lehet nem kellett volna
felrakni.....:DDDD sírok :DDD♥

az a videózás :Djobban videózol mint én
:DD

:DDDDDDDDDDDDDDDDDDDDDDDDDDDDDD
D JOBBVAGY MINT SEHEREZÁDÉ*.*
♥

baszki :DDDD

mekkorát estél máár :DD

Köszönömköszönöm :DD ^^

És akkor???:Daz még rosszabb :D
Azért Seherezádén nem teszek túl...:DDD
nemnem:DD te leszel a csengőhangom;P
ANNYIRA:D

De hallod amilyen fejet vágsz :D
csodálkozol h így röhögtem? :D

kávéfőző:D hogy mondom hogy
megmutatom BencénekxDD :D

Dejóó nekem :DDD azthiszik majd h
riasztóó vagy kávéfőzőóó :DDD

viccesen :Dhát rmélem nem nézi meg...:D
Reménykedem :D

Ezt nem kellett volna felrakni a világhálóra
:D

az a rohoges istenemDD es vivi nem a
segget fogtam az arpinap-.-

:DDD Jóhátna :DDD akkor milyét?
:Dhmm...ű:D

Lehet Dominey :Dde nemlehetett átküldeni
!! :D

DD

dzsedierő :O
nekem is ez jutot először eszembe erről a
képről :D
mester :D
:D

pffff

most mi bajod evvel a képel Gergő?

a balázs

gonosz vagy:D

de nyugodtan iratod a nevem kisbetűvel

de nem akarom:D
hülye :D
vagy te:D
kihagytál egy szót

Tedd ki 10 barátod üzenőfalára akiket
nagyon szeretsz.*-*

azt hogy reni höhöhőhő

hülye:D

vagy reni :P

ezért kapsz még:D
csokit ? *-*
nem:D
cukrot?
mi vagyok én cukros néni?:D
pizzás bácsi :P
imádlak titeket de lécci ezt ne itt
beszéljétek meg mert mp-enként jönnek az
értesítések

de akkor adjon csokit *-*

nah gyere chatre kismajom:D

jovan de akkor adsz csokit :D

:DDDDDDDDDDDD le se tagadhat:D ♥♥♥

♥♥:D

legjobb képed-*.♥

én most túl fáradt vok egy sdfgfgddfgjghkjn
reakcióhoz:D bár a twitteres megjegyzésem és
h egyből tweetelt utána kiverte a biztosítékot
:D pár mp telt el h írtam, és erre fölött
twitterre :P♥ hihetetlen vagy Jaeseop-ah

kicsicsiricsi :D XD

Tényleg xDDD

szemed *-* gyönyörűűűű

ahhhww *-* de cukii

-.-" :D ez megcsapott

én nem ;)

nekem való munka ;)

Jézusom...uristen:"""""""D

Eszti tuti nem ártatlan x'D

aranyosaranyosaranyos. ♥
Kösz:DDD ♥ Ht látszik h este
készült...:DDDD

Kicsit élvezkedős fejem van :DD

nem akartam írni...:D
Hello..Nana.Első a tanulás.Aztán a
tanulás.Majd a tanulás

ez így igaz

Nyugi apa :))

nagyon jó hatással van rám ♥:DJól
tanulok....:D

Ajánlom is,hogy jól tanulj! Mert aztán
megszűnik a nagy "jó hatás"!

Fejeek.:ll xdddddd
Na ne!

jo kep

Köszike! ♥

Tényleg jo

Kösz!

milyen vicces ez a kép és egy szere jó is
tetszik

Nekem is!

mert a hogyan ott fentvan a dani hát az
kész röhej :D

xD hátt ez ááá :\$

Na kégy kedves!

Légy!

Appendix 9 – English posts

HAHAHA

truth is your cover photo is the cutest thing
ive ever seen! love it!

I dont know where i would be without my
mommy. Shes the best. I love you

Really???

Yeah right up the road. xD & Lol what jordan have to say about it ?XD

:’(omg im so sorry!

but also sad for what happened in the stands :(

im sorry, just how i feel n shit

Jayde...You're like pretty n shit, if anything...you're too good for him, js

Jayde, you should never feel not pretty enough, your GORGEOUS. Do you know how many girls would kill to be as beautiful as you!

Thank you, i just see all these gorgeous girls around me n him and i feel so eh by him and i worry to much

was waiting for you to post on my timeline
or whateva since i got home!
hahahahahaha

oh n you're welcome

i think no more than 5 but message me tm
to make sure im going kkk

okay !

kkkkkkkkkkkkkkkkkkkkkkkkkkkkkkkkkkkkkk

ruth is blackie<33333

Truth is we've only hungout like once, we need to hangout againnnnn

Truth is you're pretty cute, I guess.

$$c;$$

Truth is you're fun to talk to.

Truth is text me sometime nig

okay where you wanna meet up for this ass beating !

Text me nig

i can off mee ipod ?

Of course lol

WE ARE RIDING 2MORO!! quit being a fag lol ive been riding everyday for like a week n i havent seen you </3 btw hates me now...

same here nigga

Fuck em we can meet at like McDonald's

we shall figure it out

Ok

my mom- you act just like kim kardashian
me- what. what are you talking about lol
my mom- high class bitch.
my dad- i agree.

you are so lucky you got to miss the
parade, it was sooo hot you have no idea

lol i bet!

hahaha It was mostly the heat, it was worse for the freshman and sophmores because they had to stand we got the bleachers

you can tell a lot about a womans mood
just by her hands.

for an example, if she is holding a gun
she's probably angry

hahahahahaah!

i might come to school with one of those
today. i might come to school with one of
those today.

thought those days wouldn't end..

but sadly they did and now im lost and
lonely

shut up bitch

hey thays mean i was just being a friend
and finishing the sentence

im only kiddddin

ahhhhhhhhhh u were joshing me good job

shut up bitch

no go cram a cows dick down ur throat ☺

sick nasty

hahahhahahahaahhahahahhaahhahahahahah
hahahahhahahahahhahahahahhahahhahaha
hahahahahahahzahahahahahahahahahahahah
ahahahahahahahahahahahhahahahahahhah
ahahhahahahahahahhahahahahahhahhhahh
ahahahahahahhahahahahahahahhahahahahah
ahahhahahahahahahahahhahahahahahhaha.

well then dont call me a bitch lol

i did no such thing

but also sad for what happened in the
stands :(

Truth is i never really talked to you but
your super gorgeous and you seem fun to
hangout with!:)

I miss you :*

my mirror is a bit dirty:p

Dude , I Miss the Old Woe, Is Me :/

Loooooooooveeee yooooooooooooooooooooou

oh.my.god. im dyyyyyyyyyyying

yessssssssssssssssssssssssssssssssssssss
ssssssssssssssssssssssssssssssssssssss
ssssssssssssssssssssssssssssssssssssss
ssssssssssssssssssssssssssssssssssss

truth is you take awesome pictures and
your gorgeous !!!

are you seriously not awake???!!!!

Your brother has officially made my shit
list.
xD

he made mine 15 years ago

Lol i will message you & tell you what he
told me.

truth is we were like best friends at the
roller rink dances in the summer of 2010
lmfao and now i feel like you hate me..

everyone thinks i hate them! i dont know
why>:oo

i dont hate you at ALL:)

ok well thats good ok well thats good ☺

dying my haaaaaiir ♥, tagging you
because i want you to know

pile of shit

I willlll im curling my haiirrrrrr

The dog is like ruff ruff which translates to
(shit outside you mean everywhere but
there ok to the hallway bitches yolo im a
fucking dog fuck you humans i shit where i
want.) ☺

is that so

i like the part where you say, "the dog is
like ruff ruff"

Yes very so lol

iiiiiiiiii looooooooooooooooooooooooooove her so muchhhhhhhhhhhhhhhhhhhhhhhhhhhhh♥

truth is: you're super gorgeous!! ♥ I love your hair & you take awesome pictures! you should definitely be a photographer XD hahaa. & your fb statuses are really funny :b

im so nice to my brotha, i let him use my phone n he goes off and calls me a cunt to someone, then tells me about how funny it was.

Jayde ,
Well we don't really talk . But you take some of the prettiest pictures on facebook . You're gorgeous and you and your boyfriend are adorable , and I'm pretty much just listing a bunch of random shit cause I don't know what to say , lol . But yeah . Message me sometime if you want . Asdfghjkl .

Your Nickle Ain't Worth My Dime..

lovvvvvve that song.

are you sure

yes.

just making sure xD

okay:)

Sleeping with sirens<3

would you sleep wit a siren ?

haha i don t know how to answer that question

lmao why not

secrets out is a boy ..

THAT WAS MY SECRET, WHY DO YOU TELL EVERYONE.

and whatever you drank last, it was larry juice

bahahaha xD

i told you that in confidence....i can never tell you anything ever again

yolo my brethren !

FALSE, yodo.

nopoe!

yes. you live everyday, you only die once. unless youre a cat...or yoda.

or you die and come back to life ..

that is true, THOSE ARRE THE ONLY CASES

I KNEW IT!

"i used hairspray.... i finally found out what it was."

^^ i love you.

Has don't make fun of me :/

i'm not! i was saying i loved you mannn<3

I love you too

WE ARE RIDING 2MORO!! quit being a fag lol ive been riding everyday for like a week n i havent seen you </3 btw ... hates me now...

Where at ?

EVERYWHERE!! EVERYWHERE!!

Well I have no phone right now so we gotta me somewhere .

same here nigga

Fuch em we can meet at like McDonald's

we shall figure it out

Ok

why am i not confident and why am i so insecure..

bc u werent hugged by a teddy bear hun ☺

fgghbjkdlkghjkhjuhyio0-

i can arrange for you to be hugged by a teddy bear

Most girls are even if they are beautiful, but most guys make them that way by cheating on them. Or other reasons..