Contents

| | List of illustrations | λ |
|----|--|----|
| | Acknowledgements | xi |
| | List of internet slang and abbreviations | X |
| | About this book | XV |
| | Why the world needs a book about the linguistics of social media | XV |
| | Who this book is intended for | xi |
| | How to read this book | Χİ |
| 1 | Language and social media | |
| | 1.1 Introduction to linguistics: word sorcery and other | |
| | magic tricks | 1 |
| | Linguistics as a discipline | 7 |
| | What linguistics is not | |
| | Linguistics in practice | 2 |
| | Core areas of linguistics | 4 |
| | How linguistics might be useful in studying social media | 11 |
| | 1.2 Introduction to social media | |
| | | 12 |
| | A very brief history of how we got talking online | 13 |
| | Communication on the internet is here to stay | 14 |
| | Generations of internet communicators | 15 |
| | What is social media? | 17 |
| | The good, the bad and the ugly: we are not here to judge | 19 |
| | References | 21 |
| | What to read next | 22 |
| | What to do next | 22 |
| 2 | Using social media for your purpose: exploring genre, | |
| īh | register and style | 23 |
| | 2.1 What do we use language for? | 23 |
| | Spoken language, written language and the continuum | 23 |
| | between them | 2/ |
| | | 25 |
| | How to organise language texts: genre, register and style | 30 |
| | Taking texts apart: the mechanics of characterising texts | 32 |

CONTENTS

| | 2.2 Using social media for your purpose Case study 2.2.1. Genre, register and style of instant messages Case study 2.2.2. Genre, register and style of Reddit posts Case study 2.2.3. Genre, register and style of Wikipedia articles In a nutshell References What to read next What to do next | 35 38 40 43 44 45 46 |
|---|---|--|
| 3 | Using social media to speak to your tribe: considering | |
| | Audience Design, language choice and multilingualism | 47 |
| | 3.1 How do you speak to your tribe? | 47 |
| | Audience is key! | 48 |
| | I speak your language | 50 |
| | Juggling multiple languages | 51 |
| | Switching languages and language choice | 53 |
| | 3.2 Using social media to find and keep your tribe | 56 |
| | Case study 3.3.1. Tailoring Facebook updates to your audience Case study 3.3.2. Mixing languages on TikTok to increase | 56 |
| | prestige and appeal to your audience | 62 |
| | In a nutshell | 64 |
| | References | 65 |
| | What to read next | 67 |
| | What to do next | 67 |
| 4 | Using social media to get things done: analysing speech acts | |
| | and politeness | 69 |
| | 4.1 How do we use language to get things done? | 69 |
| | Speech acts: a performance in three acts | 72 |
| | How to do things with words | 73 |
| | Meaning more than you say: indirect speech acts and politeness | 75 |
| | 4.2 Using social media to get things done | 78 |
| | Case study 4.4.1. Putting your best foot forward on LinkedIn | 78 |
| | Case study 4.4.2. Enhancing your company's image on Twitter and Weibo | 82 |
| | Case study 4.4.3. Doing 'collaboration' in a virtual workplace | 85 |
| | In a nutshell | 88 |
| | References | 89 |
| | What to read next | 91 |
| | What to do next | 92 |
| 5 | Using social media to be yourself: examining indexing, gender | |
| | and communities of practice | 93 |
| | 5.1 How to find your 'self' and what language has to do with it | 93 |

| | The presentation of the self in everyday life | 94 |
|---|---|-----|
| | Indexing, speech communities and communities of practice | 95 |
| | Performing gender: girly girls and manly men | 96 |
| | Performing sexuality: coming on and coming out | 98 |
| | 5.2 Using social media to be yourself | 102 |
| | Case study 5.5.1. Presenting your 'best day' on Facebook | 102 |
| | Case study 5.5.2. From creating a sense of belonging to | |
| | creating a hybrid identity on Instagram | 104 |
| | Case study 5.5.3. Expressing your sexuality on Twitter and TikTok | 109 |
| | In a nutshell | 113 |
| | References | 113 |
| | What to read next | 115 |
| | What to do next | 116 |
| 6 | Using social media to save the world: theorising metaphor | 118 |
| | 6.1 From linguistic signs to reality: conjuring up a picture | 118 |
| | Metaphors we live by: ubiquitous and systematic | 120 |
| | Metaphors from the body: directly experiential metaphors | |
| | are primary | 123 |
| | Metaphors in the mind: an unsolved puzzle | 124 |
| | 6.2 Using social media to frame the world around us | 126 |
| | Case study 6.2.1. Promoting 'green' living journeys on personal blogs | 126 |
| | Case study 6.2.2. Playing the political game on Facebook | |
| | and TikTok | 129 |
| | Case study 6.2.3. Using Twitter to declare war on a | |
| | global pandemic | 133 |
| | In a nutshell | 138 |
| | References | 138 |
| | What to read next | 140 |
| | What to do next | 141 |
| 7 | Using social media to influence public opinion: surveying | |
| | texts with Move Analysis and corpus linguistics | 143 |
| | 7.1 Beyond the sentence: how is discourse structured? | 143 |
| | Move Analysis: a top-down discourse analysis approach | 145 |
| | Corpus linguistics-driven discourse analysis: a bottom-up approach | 148 |
| | 7.2 Using social media to influence public opinion | 151 |
| | Case study 7.2.1. Reviewing your experiences on TripAdvisor | 152 |
| | Case study 7.2.2. Evaluating perspectives on YouTube | 157 |
| | In a nutshell | 161 |
| | References | 161 |
| | What to read next | 163 |
| | What to do next | 163 |

CONTENTS

| 8 | Using social media to amuse and entertain: introducing | |
|----|---|-------|
| | word-formation and grammatical constructions | 165 |
| | 8.1 The structured lexicon | 165 |
| | Words and how to find them | 166 |
| | Analogy in word-formation processes | 168 |
| | Analogy in grammatical constructions | 172 |
| | 8.2 Using social media for humour and wordplay | 174 |
| | Case study 8.2.1. Using hashtags for creativity and wordplay | 175 |
| | Case study 8.2.2. Sharing a laugh with internet macro-memes | 178 |
| | In a nutshell | 186 |
| | References | 186 |
| | What to read next | 189 |
| | What to do next | 189 |
| 9 | Using social media to rally for your language: measuring | |
| | linguistic vitality and language endangerment | 191 |
| | 9.1 How to tell if your language is thriving | 191 |
| | Measures of linguistic vitality | 192 |
| | Language policies and planning | 194 |
| | Ticking the 'other' box: minoritized languages | 197 |
| | Could the native speaker please stand up? | 198 |
| | 9.2 Using social media to rally for your language | 199 |
| | Case study 9.2.1. Re-evaluating minoritized languages | |
| | on YouTube | 199 |
| | Case study 9.2.2. Creating 'breathing spaces' for | |
| | minoritized languages on Facebook | 207 |
| | Case study 9.2.3. Expanding minoritized language | |
| | classrooms to Twitter | 210 |
| | In a nutshell | 212 |
| | References | 213 |
| | What to read next | 215 |
| | What to do next | 215 |
| 10 | Epilogue: ethical considerations and language change | 216 |
| | The linguistics of social media: some common threads | 216 |
| | More research is needed: ethical considerations and avoiding harm | 217 |
| | Language never falls apart: language change and social media | 219 |
| | In a nutshell | 222 |
| | References | 222 |
| | What to read next | 224 |
| | Index | 225 |
| | Index of languages | 228 |
| | THORAX OF YOU TORING DIRECTOR DISTRICT | 2 311 |