

Kateryna Havrylenko,

*PhD in Pedagogy, Senior Lecturer
Department of English for Engineering № 2,
Faculty of Linguistics,
National Technical University of Ukraine
“Igor Sikorsky Kyiv Polytechnic Institute”
<https://orcid.org/0000-0001-9474-1990>
Kyiv, Ukraine*

Dmytro Prykhodko,

*Lecturer
Department of English for Engineering № 2,
Faculty of Linguistics,
National Technical University of Ukraine
“Igor Sikorsky Kyiv Polytechnic Institute”
<https://orcid.org/0000-0002-8276-5386>
Kyiv, Ukraine*

Personal approach in computer-mediated communication

Особистісний підхід у комп'ютерно-опосередкованій комунікації

Summary. The study provides a concise overview of the key concepts and findings presented in the paper to examine the linguistic aspects of personalization in computer-mediated communication and focus on the role of genre, evaluative language, and expressive elements. The analysis reveals that while computer-mediated communication genres are dynamic and fluid, they remain crucial for understanding communicative practices and norms within online environments. The study highlights the importance of evaluative language in shaping online interactions, with sensory, aesthetic, ethical, and rationalistic values contributing significantly to the meaning-making processes. Expressive elements, such as emoticons, capitalization, and intensifiers, are identified as key mechanisms for conveying emotional responses and shaping the overall tone of online discourse. The study emphasizes the complex interplay between these linguistic features, suggesting that personalization in computer-mediated communication is achieved through a multifaceted process that involves both conscious and unconscious choices made by communicators. Computer-mediated communication genres are dynamic and fluid, blurring traditional boundaries. However, genre analysis remains a valuable framework for understanding communicative practices within online environments. Evaluative language plays a crucial role in shaping online interactions, with sensory, aesthetic, ethical, and

rationalistic values contributing significantly to the meaning-making processes. Expressive elements, such as emoticons, capitalization, and intensifiers, are key mechanisms for conveying emotional responses and shaping the overall tone of online discourse. Further exploration of the evolving nature of online genres and their impact on communicative practices should include an investigation of the influence of multimodal communication on meaning-making in computer-mediated communication and the analysis of the role of cultural factors in shaping online communication practices.

Key words: communication, computer-mediated communication, communicative practices, evaluative language, expressive elements, genre, online discourse, personalization.

Анотація. Проведене дослідження надає стислий огляд ключових понять, представлених у статті, щодо вивчення мовних аспектів поняття персоналізації в комп'ютерно-опосередкованій комунікації, наголошуючи на важливій ролі появи і розвитку нових жанрів, оціночного мовлення та експресивних елементів усного мовного дискурсу переданого засобами писемного мовлення. Аналіз показує, що в той час як комп'ютерно-опосередкована комунікація динамічно розвивається, вирішальними засобами для дослідження комунікативних практик та норм в онлайн середовищі залишаються раніше розроблені норми та методи лінгвістичного аналізу. Дослідження підкреслює важливість оціночного мовлення у формуванні онлайн комунікації, яка включає її вивчення разом з сенсорними, естетичними, етичними та раціоналістичними цінностями, що сприяють процесам формування розумових і оціночних суджень. Експресивні елементи, такі як емотікони, використання великих літер та інтенсифікаторів, визначаються як ключові механізми для передачі емоційних відповідей та формування загального експресивного тону онлайн-дискурсу. Дослідження підкреслює існування складної взаємодії між різноманітними мовними явищами і припускає, що персоналізація в комп'ютерно-опосередкованій комунікації досягається за допомогою багаторівневого процесу, який передбачає як свідомий, так і несвідомий вибір засобів спілкування. Постійно виникають нові комп'ютерні комунікативні жанри, динамічно розвиваються, розвивають традиційні підходи до їх вивчення і аналізу. Однак, жанровий аналіз залишається цінним ресурсом для розуміння комунікативних явищ в онлайн-середовищах. Оціночні елементи у мовленні відіграють вирішальну роль у формуванні онлайн-комунікації, надаючи мовленню експресивного забарвлення для передачі сенсорних, естетичних, етичних та раціоналістичних цінностей. Такі виразні елементи як емотікони, капіталізація літер та засоби мовної інтенсифікації є ключовими механізмами передачі емоційних відповідей та формування загального тону онлайн-дискурсу. Подальші дослідження розвитку онлайн-жанрів та їх вплив на комунікативні практики повинні включати дослідження впливу мультимодальної комунікації на створення нових мовних явищ в комп'ютерно-опосередкованому спілкуванні та аналізу ролі різноманітних впливів на формуванні онлайн комунікації.

Ключові слова: комунікація, комп'ютерно-опосередкована комунікація, комунікативні практики, оціночне мовлення, експресивні елементи, жанр, онлайн-дискурс, персоналізація.

Introduction. Recently, Internet communication has become popular for personal self-realization of a spoken activity carried out via numerous virtual communication platforms. A person creating a unique Internet image representing a written version of oral speech, can be a subject of several genre varieties of computer-mediated communication. In computer-mediated communication, such linguistic features as personalization and customization are essential for enhancing user experiences and fostering deeper connections. Personalization refers to adapting systems and content to meet individual user needs and preferences and can significantly enhance user engagement and satisfaction. Personalized experiences help individuals feel more valued and understood.

Methodology/Methods. Contemporary studies of personal approaches in computer-mediated communication delve into various aspects of language use, discourse, and the unique features of communication in digital environments. The discourse studies of computer-mediated communication discuss various approaches to discourse studies and describe linguistic and extralinguistic features of modern computer discourse. It provides insights into how language functions in online settings [3]. Linguistics of computer-mediated communication presents a comprehensive picture of electronic discourse as a new variety of language, highlighting its salient features. It aims to understand how language evolves in digital communication [15]. Computer-mediated communication for linguistics and literacy examines the practical implications and applications of how computers can be used to process natural languages. It explores the intersection of technology and linguistics in computer-mediated communication [1]. Linguistics of computer-mediated communication introduces the embodied metaphor as a means of studying the multifaceted relationship between computer-mediated communication and culture. It emphasizes how cultural contexts influence language use in digital communication [15]. These works collectively contribute to understanding how personal approaches in computer-mediated communication can enhance communication effectiveness and foster connections.

D. Crystal wrote extensively on the impact of the internet on language and discussed how online communication affects language evolution and usage. D. Barton researched the analysis of online genres and the linguistic features that characterize them, particularly in social media and digital storytelling. Z. Papacharissi explored the role of social media in shaping public discourse and identity, focusing on how language is used to construct social relationships online. M. Murphy examined the linguistic features of online communication, particularly in the context of English as a global language and its variations in digital communication [2; 8; 9; 10].

Some prominent scientists focused on the linguistic analysis of online communication and online genres. S. Herring, D. Stein, and T. Virtanen researched the linguistic features of computer-mediated communication. Her studies explore the dynamics of online discourse, including gender and language use in digital contexts. C. Selfe and G. Hawisher contributed to understanding how digital communication shapes language and literacy and examining the intersection of technology and communication practices. M. Hawkes studied the linguistic strategies used in online communication, particularly in social media contexts and analyzed how language evolves in digital environments. M. Meyerhoff and J. Holmes studied language and gender in online communication, exploring how identity and social dynamics are constructed through language in digital spaces [5; 6; 7; 12].

These scholars have made significant contributions to understanding how language functions in online environments, providing valuable insights into the evolving nature of communication in the digital age.

Results and Discussion. The linguistic aspects of personalizing computer-mediated communication are crucial for building connections and conveying meaning effectively using different types of texts of numerous genres. The potential of computer-mediated communication for linguistic analysis offers a wide field for research as it reflects the evolving nature of language adaptive to new communication technologies. This dynamism permits to study how language changes in real time and how new forms of expression emerge.

Computer-mediated communication incorporates such linguistic genres as written texts substituting oral communication, images, memes, emojis, videos, gifs, etc. providing a rich field for analysis of different elements used for interacting to create meaning. A linguistic genre is defined as an unalterable thematic, compositional and stylistic type of utterance [12]. In computer-mediated communication a genre of a text is more difficult to identify since it features a combination of the most heterogeneous phenomena and the classification is based on such principles as pragmatic, structural, linguistic, media, situational, etc., which is confirmed by the fact that the genre has a multi-attributive nature [2; 6]. Some researchers suggest a comprehensive model of genres in computer-mediated communication including pragmatic, structural, semantic and linguistic parameters. A genre of computer-mediated communication is regarded as an unalterable type of text, which is a specific demonstration of speech performance in computer-mediated communication [4, p. 152; 6].

However, genres of computer-mediated communication are dynamic and often demonstrate erasing of boundaries in a new communication environment. Some researchers define, for example, such lack of

boundaries as an appearance of angry, offensive or provoking messages in chat or emails; a combination of jargon, conscious mockery of spelling mistakes, and use of inappropriate language. It is important to differentiate digital genres from genres of computer-mediated communication. Digital genre is a wider concept since the term digital refers to new forms of receiving, processing, distributing and employing information based on special digital technologies and not limited only by computer technologies. Accordingly, they include the genres of computer-mediated communication and other genres based on digital technologies.

The fluidity of genres in computer-mediated communication challenges traditional classifications. Modern linguistic genres such as posts, emails, chats, etc., constantly appear, develop, evolve and, therefore, influence communicative practices, which leads to insights into the norms and expectations of different online communities. M. Murphy and Z. Papacharissi distinguish such main existing Internet genres as emails, chats, personal web pages, network media sites, electronic encyclopaedias, online stores, etc. The functional classification of computer-mediated communication genres includes informative genres (news agencies and network media, search engines, online encyclopaedias, catalogues, mailing lists, electronic libraries, archives); social genres (chat, emails, news groups, forums, social services); presentational genres (web-banners, different advertisements, online stores); self-representational genres (personal web pages, weblogs); art genres (network novels, fanfiction); entertaining genres (multiplayer worlds and games) [8; 9].

Chats, forums and weblogs can exist as independent genres or as a part of the web page representing an individual through a text with a certain structure and special linguistic and non-linguistic means traditional for verbal communication. Such texts can include verbal means and images. Depending on the type of used image and its correlation with the verbal part of the message we distinguish texts where the image is not presented or has no meaning for the text organization, texts with auto-semantic relations between the verbal and visual components; the visual component accompanies verbal, texts with semantic relationships established between the both components and the verbal part refers to the image as an obligatory element of the text [11, p. 363–364]

In computer-mediated communication, various kinds of multimedia elements such as sound, image, animation, video, etc. acquire an evaluative nature. They are represented in the language with general and individual values. The first type is represented by the notion of good and bad, as well as their synonyms with different stylistic and expressive nuances. The second group is more extensive and diverse. It includes values evaluating some aspects of an object from a certain point of view. R. Spears,

M. Lea and T. Postmes describe the most widespread individual value as sensory-gustative or hedonistic (pleasant-unpleasant, tasty-tasteless, attractive-unattractive, fragrant-fetid; likable-dislikable, etc.). This type of psychological assessment is the most subjective and includes intellectual evaluation (interesting, fascinating, exciting, boring, etc.), emotional (joyful-sad, desired-unwanted, pleasant-unpleasant), psychological (beautiful-ugly), ethical (moral-immoral, virtuous-vicious, etc.), practical (useful-harmful, favourable-unfavourable), etc. These categories include sensory values, i.e. assessments related to sensory experience, which help with self-identification contributing to personal comfort and social adaptation; aesthetic and ethical values related to the feeling of beauty and moral norms; rationalistic assessment associated with practical activities, interests and everyday experience [14].

The use of evaluative language in computer-mediated communication is significant for understanding user interactions. Analyzing how users express opinions, emotions, and attitudes through language can reveal much about social dynamics and community engagement. Language assessment as a semantic concept implies an aspect of value to the language, which can be interpreted as the subject of assessment when an object of assessment is regarded as either good or bad [15; 17]. The semantics of the evaluative language is dependent on a message sender and receiver communicating directly and reacting to this message following emotional evaluation (the attitude of good and bad) or rational (objective). Emotional and rational evaluation represent two different sides of the user's attitude to the object, the first comes feeling then an opinion. A message is in general expressive by nature, which is conveyed via structural organization, capitalization, use of exclamation marks, emoticons, etc. The level of emotional response is also defined by the degree of interest in the subject expressed by particular words used as intensifiers, which are extremely diverse in any language. Such elements as emoticons, capitalization, and punctuation serve as tools for emotional expression in computer-mediated communication. Linguistic analysis focuses on how these elements contribute to the tone and meaning of messages, enhancing our understanding of online discourse.

The means of intensification are very diverse. The opposition of much/many – not enough depends on the accuracy and conventionality of the measuring scale inflicted on the event, which can be both objective and subjective. Thus, the assessment is an interaction between subjective and objective factors, and each of them affects both the subject and the object of the assessment. As a rule, the subject expresses an assessment taking into account their own emotions as well as social stereotypes, whereas, the object of assessment involves evaluation based on individual preferences.

More effective assessment is usually closely associated with an individual position and less based on social stereotypes. Structural components do not define the objective properties only demonstrate the characteristics of an individual evaluating system [16; 18].

Studies have shown that text-based computer-mediated discourse analysis can provide insights into the structure and function of online interactions. This approach permits to examine the patterns in language use, conversational strategies, and the construction of identity in digital spaces.

Computer-mediated communication is influenced by cultural and contextual factors, making it essential to consider these elements in linguistic analysis. Understanding how different cultures use language in digital communication can lead to a deeper appreciation of global communication practices.

The findings from computer-mediated communication linguistic analysis can have practical applications in various fields, including education via enhancing online learning environments through better understanding of student interactions; marketing analysis of consumer language to tailor communication strategies; sociolinguistics studying of language reflection of social self-identification and self-realization in online communities.

Conclusions. The potential for linguistic analysis in computer-mediated communication is essential for understanding contemporary communication. As technology continues to evolve so the ways for analyzing and interpreting language in digital contexts will develop.

Text features in computer-mediated communication include a wide range of assessments characterizing the speaker. The way we communicate online is constantly evolving, therefore it is important to understand the different genres and linguistic features that shape our interactions.

Personalization in computer-mediated communication is crucial for building connections and conveying meaning effectively, which is achieved through the use of various linguistic features, including genre conventions, evaluative language, and expressive elements. While the boundaries between genres may be blurred in the digital world, understanding these linguistic aspects is essential for navigating the complexities of online communication and fostering meaningful connections.

REFERENCES

1. Bodomo A. B. Computer-Mediated communication: emerging media and themes. *Computer-Mediated communication for linguistics and literacy: technology and natural language education*. 2010. P. 314–370.
2. Crystal D. Internet linguistics: a student guide. Taylor & Francis Group, 2011. 182 p.

3. Davie L. E., Wells R. Empowering the learner through computer-mediated communication. *American journal of distance education*. Vol. 5, no. 1, 1991. P. 15–23.
4. Havrylenko K. M., Prykhodko D. S. The discourse studies of computer-mediated communication genres development in modern linguistics. *Transcarpathian philological studies*. Vol. 2, no. 24, 2022. P. 150–154.
5. Hawkes M. Linguistic discourse variables as indicators of reflective online interaction. *American journal of distance education*. Vol. 20, no. 4, 2006. P. 231–244.
6. Herring S. C., Stein D., Virtanen T. I. Introduction to the pragmatics of computer-mediated communication. *Pragmatics of Computer-Mediated Communication*. Berlin, Boston. P. 3–31.
7. Meyerhoff M., Janet H. Handbook of language and gender. Wiley & Sons, Incorporated, John, 2008. 776 p.
8. Murphy M. L. Semantic relations and the lexicon: antonymy, synonymy and other paradigms. Cambridge University Press, 2009. 292 p.
9. Papacharissi Z. The virtual sphere. The internet as a public sphere. *Praktiken der Überwachten*. Wiesbaden, 2018. P. 43–60.
10. Researching language and social media: a student guide / D. Barton et al. Taylor & Francis Group, 2014. 202 p.
11. Sassenberg K., Boos M., Rabung S. Attitude change in face-to-face and computer-mediated communication: private self-awareness as mediator and moderator. *European journal of social psychology*. Vol. 35, No. 3, 2005. P. 361–374.
12. Selfe C. L., Hawisher G. E. Literate lives in the information age: narratives of literacy from the United States. *Lawrence Erlbaum*, 2004. 259 p.
13. Sovignon S. J., Roithmeier W. Computer-mediated communication: texts and strategies. *CALICO journal*. Vol. 21, No. 2, 2013. P. 265–290.
14. Spears R., Lea M., Postmes T. Computer-mediated communication and social identity / ed. by A. N. Joinson et al. Oxford University Press, 2012. P. 253–270.
15. Tarsiero R. Linguistics of Computer-Mediated Communication. *Human computer interaction*. 2009. P. 1817–1836.
16. Walther J. B. Interpersonal effects in computer-mediated interaction. *Communication research*. Vol. 19, No. 1, 1992. P. 52–90.
17. Walther J. B. Selective self-presentation in computer-mediated communication: hyper personal dimensions of technology, language, and cognition. *Computers in human behavior*. Vol. 23, No. 5, 2007. P. 2538–2557.
18. Wright K. B., & Webb L. M. *Computer-Mediated communication in personal relationships*. Peter Lang US, 2011. 411 p.