

Language Contact in Computer-Mediated Communication: The Use of English on Twitter by Turkish Native Speakers

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Resumen en castellano

El objetivo de este trabajo es describir la influencia que el inglés como lengua global tiene en la comunicación mediada por ordenador entre jóvenes estudiantes turcos, en su interacción a través de Internet. El estudio se centra en los préstamos léxicos y los cambios de código. Los datos proceden de la red social conocida como Twitter, y tienen forma de textos escritos. Twitter, que, después de Facebook y MySpace, es el medio de comunicación social de mayor crecimiento, ganó popularidad rápidamente en todo el mundo desde su lanzamiento en 2011, y cuenta ya con 300 millones de usuarios (Taylor, 2011). La investigación analiza los mensajes que un grupo de jóvenes nativos de habla turca, de entre 19 y 24 años, dejaron en www.twitter.com durante los meses de agosto y septiembre de 2011. Para ello se recogieron 3.860 mensajes (tweets). De los 20 participantes, 15 son mujeres (75%), y cinco son hombres (25%). Todos los participantes fueron educados en Turquía y están estudiando o han estudiado en universidades turcas, donde algunos han recibido su educación en inglés.

Contexto del estudio

Al igual que el latín, el griego, el árabe y el francés fueron en el pasado idiomas internacionales dominantes, el inglés se ha convertido en la lengua franca a nivel internacional durante el último siglo. Un lenguaje se convierte en una lengua global no sólo por el poder político o militar de su pueblo, sino también por el poder económico que mantiene y como se expande. Como afirma Crystal (2003: 120), el inglés estaba "en el lugar adecuado en el momento apropiado".

A lo largo de la Edad Moderna, la tecnología y los medios de comunicación aumentaron su visibilidad y su uso, incluso en la vida cotidiana. Por supuesto, las sociedades tecnológicamente más avanzadas eran las que tenían control sobre las nuevas terminologías y las demás sociedades en su mayoría adoptaron la nueva terminología en lugar de producir la suya propia.

En concreto, en Turquía, el inglés cumple una función instrumental, pues los lazos comerciales, sociales y culturales que se establecen entre Turquía y el resto del mundo se realizan principalmente en inglés. Como consecuencia de esto se han adoptado muchas palabras de este idioma. De ahí que se diga que el inglés se ha convertido en el segundo idioma más usado en Turquía, al igual que en muchas otras

regiones del mundo. Esta conexión es vital para mantenerse al día de los avances científicos y tecnológicos. El rápido proceso de integración de Turquía en el contexto global en términos de comercio, cultura y política, ha sido posible gracias a una disminución de las restricciones políticas, que ha contribuido al fortalecimiento del papel del inglés en distintas formas de comunicación (Robins 1996: 73).

En Turquía se puede cursar la educación primaria y superior en inglés en algunas escuelas y universidades públicas. Estas universidades ofrecen clases de preparación en inglés durante el primer año y luego se les proporciona a los estudiantes cursos de inglés. Como consecuencia del contacto directo entre los dos idiomas (inglés y turco), hay un flujo de transferencias léxicas del inglés al turco. Además, en Turquía se pueden ver programas de televisión en inglés con subtítulos y mucha gente utiliza palabras en inglés mientras habla turco. Entre los jóvenes está de moda usar palabras y expresiones en inglés durante sus conversaciones diarias. El turismo, y el aumento de la difusión de películas y series extranjeras, especialmente estadounidenses, en un número creciente de estaciones de televisión privadas ha contribuido a la utilización común del inglés en Turquía (Barker, 1999: 3). Sin embargo, el inglés no se ha convertido en segunda lengua oficial, pues el turco continúa siendo la única lengua oficial a nivel nacional y el idioma dominante.

Antecedentes

La bibliografía existente sobre fenómenos de contacto lingüístico denomina "préstamos léxicos" a la tendencia al uso de las unidades léxicas de una lengua en otra (Weinreich, 1953). Hay dos hipótesis esenciales para explicar el préstamo léxico (Matras, 2009). La primera es la *hipótesis del vacío* que sugiere que los cambios tecnológicos y culturales generan necesidades terminológicas. La segunda hipótesis sugiere que dentro de las sociedades existe la tendencia a imitar culturalmente a otros grupos dominantes. Esta se conoce como la *hipótesis del prestigio*. Según esta hipótesis, los hablantes toman elementos de la lengua prestigiosa, que es el lenguaje de la comunidad más poderosa y dominante.

El uso de frases y oraciones de una lengua en otra lengua se llama "cambio de código" (Milroy y Muysken, 1995). El CS (code-switching) no es una mezcla al azar de dos lenguas, sino una forma en la que dos sistemas lingüísticos se utilizan para diferentes funciones comunicativas. Dada la importancia del inglés en Turquía, no es

sorprendente descubrir que los cambios de código y los préstamos léxicos del inglés son fenómenos lingüísticos habituales en el país.

En comparación con otros medios de comunicación tradicionales, Internet es donde más casos de CS y de mezcla de lenguajes se pueden encontrar (Androutopoulos, 2001: 10). La aparición de Internet y el surgimiento de nuevos medios de comunicación han facilitado la interacción escrita, y la comunicación mediada por ordenador (computer mediated comuncation –CMC-) ha recibido mucha atención por parte de los lingüistas. Ahora, uno de los principales focos de interés es el uso del lenguaje en plataformas virtuales para compartir y adquirir información (Baron, 1998).

Conclusiones a partir de la investigación

Puesto que Turquía es uno de los países que han adoptado ciertas terminologías de otras sociedades en lugar de producir las suyas propias, la hipótesis de este trabajo es que, de los posts analizados en Twitter, la mayoría de las palabras y frases en inglés se referirían a cuestiones relacionadas con páginas web, tecnología y actividades referidas a Internet. En este trabajo se analizan los mensajes para ver qué temas están tratando los participantes cuando cambian de idioma. Los datos se analizan en cuatro niveles: ortografía, préstamos léxicos, cambio de código (CS) y posts escritos exclusivamente en inglés.

Los resultados muestran que el 86,55% (3.341) de los posts están escritos sólo en turco, pero un porcentaje significativo de ellos (13,45%) está escrito exclusivamente en inglés o contiene elementos léxicos ingleses, un porcentaje especialmente alto si tenemos en cuenta que los participantes son hablantes nativos de turco. De hecho, el 6,35% (245) de los posts está sólo en inglés, mientras que un 7% (274) incluye préstamos léxicos y CS.

Una de las preguntas de investigación era si los hablantes turcos tienden a utilizar el inglés ampliamente cuando se comunican en línea. En base a los resultados obtenidos, cabe decir que la respuesta a esta pregunta es que, en el caso de los estudiantes universitarios nativos turcos, la respuesta es afirmativa.

Los mensajes escritos en turco se analizaron prestando también atención a la ortografía. El turco es un idioma en el que están surgiendo nuevas convenciones ortográficas a raíz de la comunicación en línea. El análisis ortográfico de los mensajes

en turco mostró que los participantes omiten algunas vocales o consonantes al comunicarse online. Por ejemplo, emplean "w" en lugar de "v", y "q" en lugar de "k". Vocales que llevan diéresis, como "ü, ö, i", se sustituyen por los caracteres sin diéresis "u, o, i". También, los caracteres turcos "ğ, ş, ç" son sustituidos por "g, s, c". A diferencia de los hallazgos de la investigación de Temur y Vuruş (2009), en nuestros datos los caracteres ingleses "sh" y "ch" no son empleados en lugar de los turcos "ş" y "ç", ni la "i" es sustituida por "y". Por el contrario, si se encuentran sustituciones de "c" por "j", "v" por "f" y "ğ" por "q", como indican los autores.

Por otro lado, al analizar los cambios de código según su tipo, se observó que el 69,23% de ellos es intra-oracional, es decir, cambios de código en los que los participantes pasan del turco al inglés dentro de la misma frase.

Respecto a los temas que se están tratando cuando acontecen cambios de códigos, préstamos o cuando los participantes recurren exclusivamente al inglés ponen de manifiesto que la hipótesis de este trabajo -que suponía que la mayoría de las palabras y frases en inglés se referirían a Twitter o Internet, se corrobora si sólo se toman en consideración los préstamos léxicos, pero no en el caso de los mensajes escritos exclusivamente en inglés, ni en los casos de cambio de código. En efecto, la mayoría de los elementos léxicos prestados tienen relación con la web, Internet y los ordenadores (34%). Estos resultados son consistentes con la hipótesis del vacío de Matras (2009) -que los préstamos léxicos obedecen a la necesidad de desarrollar una nueva terminología que permita nombrar los cambios tecnológicos y culturales-. El estudio también pone de manifiesto que los elementos ingleses incrustados en las frases turcas son, en su mayoría, sustantivos (70,8%). Otras clases de palabras (adjetivos, verbos, adverbios) aparecen con una frecuencia comparativamente menor.

Sin embargo, la hipótesis de investigación se demuestra errónea con respecto a las frases en las que acontece algún tipo de cambio de código y en los mensajes escritos exclusivamente en inglés, pues la mayoría están relacionados con los intereses de los participantes, tales como música, televisión y series tanto en el caso de los cambios de código (37,6%), como entre los mensajes escritos exclusivamente en inglés (25,3%). Sólo un pequeño porcentaje de los tweets están relacionados con Internet, páginas web y ordenadores, concretamente un 19,65% en el caso de los cambios de código y tan solo el 8,5% de los mensajes escritos exclusivamente en inglés.

Aspectos que tener en cuenta para continuar la investigación

La sociedad turca está expuesta al idioma inglés, así como a la cultura europea y estadounidense, a través de diversos programas de televisión, el cine e Internet, lo que aumenta la tendencia a tomar palabras del inglés. Series como “One Tree Hill”, “Entourage”, “Cómo conocí a vuestra madre”, etc. son muy populares entre los estudiantes universitarios y, cuando hablan de estas series, prefieren escribir sólo en inglés, en lugar de en turco o con préstamos léxicos.

Esta investigación invita a plantearse nuevas preguntas para profundizar en los conocimientos adquiridos. En primer lugar, sería necesario realizar una réplica de este estudio con un grupo de personas más numeroso y con representantes de distintos extractos socioculturales. Tal estudio ofrecería conclusiones más significativas y representativas de la sociedad turca que la población estudiada.

Además, en este documento no se estudiaron diferencias en función de factores como la edad, el sexo, o el idioma en el que fueron cursados los estudios. Futuras investigaciones pueden ahondar respecto a si este tipo de factores influyen en la distribución de los préstamos léxicos y las frecuencias de CS, o en los temas sobre los que los participantes escriben cuando estos acontecen.

También vale la pena estudiar las actitudes de los turcos hacia el cambio de código entre turco e inglés. Se podrían analizar las motivaciones que se esconden tras el uso del inglés. Esto puede ser estudiado preguntando directamente a los participantes o por medio de cuestionarios. Finalmente, sería interesante examinar hasta qué punto los turcos son conscientes de sus préstamos léxicos y cambios de código cuando se comunican en línea.

En resumen, este estudio apoya la *hipótesis del vacío*, ya que el uso del inglés está relacionado con Internet, los ordenadores y las páginas web. Además, parece apoyar también la *hipótesis del prestigio*, ya que está claro que los medios de comunicación y las series están contribuyendo a expandir el uso de expresiones inglesas. Los turcos están expuestos a la influencia socio-cultural de los países de habla inglesa, especialmente los EE.UU., a través de los medios de comunicación de masas y las nuevas tecnologías. Los resultados muestran que esta situación afecta al uso del inglés por parte de los jóvenes turcos, y desempeña un papel importante que da lugar a préstamos léxicos y cambios de código en lengua turca.

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1 Introduction

Language is a living organism strongly related to culture and identity. This organism evolves as a reaction to the demands of the society. People living in the same community and consuming the same cultural products will develop similar identities and share similar needs. Many theoreticians of nationalism attribute great importance to language in how nations and/or states defined their distinct nationality in the process of nation building. Common language has been the most significant and determinant factor of national unity in general and as well as in an embracement of a certain nationality of an individual. Language has always been an important element of nations and furthermore an important tool of states; that is why so much effort and money have been spent to preserve and enhance it.

There has been a growth in international contacts and there is a need for global language within the international academic and business communities. In many international contacts, English is used as *lingua franca* to make communication possible between people from different linguistic communities as a third language. Without a common language these conversations would be too complicated and translators would be indispensable.

Like Latin, Greek, Arabic and French which were once the dominant international languages, English became the dominant international language for the last century. A language becomes a global language not only due to the political or military power of its people but also because of the economic power that maintains and expands it. According to Crystal (2003:120), English was “in the right place at the right time”. By the beginning of the nineteenth century Britain became the world’s leading industrial and trading country at the beginning of the 20th century economic developments began to operate the global scale and with the new technological developments such as Internet, radio, telephone and the emergence of multinational organizations like the European Union, UNESCO, UNICEF, the World Health Organization, English became the global language.

Through the modern era, technology and its products increased their visibility and use, even in the daily lives of regular individuals. Technologically advanced societies naturally had the control over the new terminology and thus other societies mostly adopted the new terminology instead of producing their own. In addition to that,

people of science studying the cultural and scientific products of developed societies became obliged to embrace their terminology and sometimes even their language in their works.

English in Turkey has a definite instrumental function as a means for connecting Turkey to the outside world and this connection is vital to keep up with scientific and technological developments. In Turkey, primary and higher education is available in English at public schools and universities. These schools offer English preparatory classes during the first year and English courses are provided for those students. Given the importance of English in Turkey, it is not surprising to discover that Turkish-English code-switching is a common linguistic phenomenon in the country.

According to Crystal (2003), although there are many advantages of a global language, there are also some risks. A global language can hasten the disappearance of minority languages and cause language death. As consequence of the close contact between the two languages, English and Turkish, there is a flow of lexical transfers from English into Turkish. In Turkey, it is possible to see TV programs with an English title and many people use English words while speaking Turkish. It is fashionable for young people to use English words and expressions in their everyday conversation. As time goes by, more people are aware of the fact that at least some knowledge of English is necessary to get ahead in life as it brings job opportunities and enables them to pursue international intellectual products which are useful for their profession or study.

With the domination and spread of English in scientific and technical fields, the tendency to insert English words, phrases, and sentences in other languages became a common practice. In the literature on language contact phenomena, the tendency of using lexical items from one language (the donor language) in another (the recipient language) is called “lexical borrowing” (Weinreich, 1953) and using phrases and sentences from one language in another language is called “code-switching” (CS) (Milroy and Muysken, 1995). Language contact is a widespread phenomenon and in the last past two decades it has been one of the most studied areas of linguistics. In CS studies the main focus has been spoken interaction, while written interactions like blogging, emails, dairy writing or letter writing have been ignored.

The emergence of Internet and the rise of a new means of communication have facilitated the written interaction, and computer-mediated communication (CMC) has received much attention from linguists who are now more interested in studying language use via CMC (e.g. Paolillo, 1999, Herring, 1996, Crystal, 2001) which is a

virtual platform to share and acquire information (Baron, 1998). In this paper, CMC refers to textual communication through the Internet among at least two ‘participants’. According to Crystal (2006:51), with the Internet, a new type of language which contains features of daily speech and writing as well as some electronically mediated properties has emerged. Furthermore, compared with other traditional media, the Internet is where more instances of CS and language mixing can be found (Androutsopoulos, 2001: 10).

One of the features of the Internet is bulletin board system (BBS) which is used to meet people and to have discussions in message boards, as well as to publish articles, download software, play games and the like. The term BBS can currently be used to refer to any kind of online forum or message board. Twitter is a BBS which is the fastest growing social media initiative after Facebook and MySpace, rapidly gained worldwide popularity with 300 million users since 2011. (Taylor, 2011)

Written interaction which is facilitated via the Internet is becoming an important area that requires further study. In order to complement the field of lexical borrowing and CS in CMC, the aim of this paper is to describe how Turkish native global students borrow lexical items from English and CS in a BBS Twitter. The purpose of this research is to investigate the types of lexical borrowing and CS used on Twitter by native Turkish university students.

Technologically advanced societies naturally have the control over the new terminology and Turkey is one of the countries that adopted the new terminology instead of producing its own. In order to fill the lexical gaps of this field, Turkish people borrow English words and use them in their discourse. The hypothesis of this paper is that in the posts found on Twitter, most of the English words and phrases refer to the webpage, technology and the Internet activity. In this paper, the posts will be analyzed to see on what topics of the language participants seem to switch the most. This research aims to find the answers to the following questions:

1. Do Turkish native speakers tend to use English extensively when communicating online?
2. On what topics of the language do speakers seem to switch from Turkish to English the most?
3. What is the frequency of lexical borrowing and CS that takes place on Twitter?
4. What are the types of lexical borrowing and CS that takes place on Twitter?

In order to answer these research questions, this study has been divided into three main parts. In section 2, English in Turkey is discussed in more detail, and this discussion is followed by a literature review on CS, lexical borrowing and finally CMC, BBS and Twitter is presented. The methodology of this study is explained in section 3. Finally, section 4 sets out to analyze and discuss the collected data, and it is followed by the conclusion in section 5.

2 Review of Related Literature

As mentioned in the introduction, due to technological developments and increasing international contact, English has become the global language and Turkish has undergone certain transformations due to the influence of English. In this section, I will focus on the role of English in Turkey, regarding lexical borrowing, code-switching (CS) and computer-mediated communication (CMC) and language use on the Internet and spelling. The data will be analyzed at four levels: spelling, single item words incorporated as lexical borrowings, phrases incorporated as CS and, finally, posts only in English.

2.1 The Role of English in Turkey

According to Crystal (1997), the status of English language today is the result of two factors: the emergence of United States as the leading economic power of the 20th century and the expansion of British colonial power. Kachru (1985) categorized the sociolinguistic profile of English within three concentric circles: the inner circle, the outer circle and the expanding circle. The inner circle refers to the traditional basis of English spoken by native-speakers: it includes the USA, UK, Ireland, Canada, Australia and New Zealand. The outer circle includes countries where English is spoken as a second language, using new norms shaped by new sociocultural and sociolinguistic contexts. (e.g. India and Nigeria) Expanding circle comprises countries where English is spoken as a foreign language by non-native speakers of English and involves countries which recognize English as an international language. In these countries English is taught as a foreign language and Turkey is included in this circle. Among these three circles, the expanding circle is the fastest growing circle (Gnutzman, 2000). The number

of English non-native speakers is almost triples the number of native speakers (Pakir, 1999).

Studies on visual and written public communication and curricula demonstrated that English has become the most commonly used foreign language in Turkey (König, 1990). Since 1980, the rapid globalization of Turkish society has paved the way for the accelerating use of English in Turkey (Robins, 1996: 72). However English has not become a second language since Turkish has remained the sole official and nationally dominant language. König (1990) argues that Turkish is successful in meeting the linguistic demand of the society. However, parallel to the increasing demand for English, the number of secondary schools, high schools and universities using it as one of the languages for teaching is rapidly increasing. In this respect, König raises the question:

..... whether English is on the way to becoming a second language in Turkey, replacing certain functions fulfilled by Turkish today; or whether Turkish is incapable of meeting certain communicational needs, so that the necessity to adopt a new linguistic code arises.

English in Turkey has a definite instrumental function as a means for connecting Turkey to the outside world. And this connection is vital to keep up with scientific and technological developments. English gained a great importance after Turkish Republic led by M. Kemal Atatürk, the National Assembly started to revise the education system and to make arrangements and reforms. According to the act passed in National Assembly 1954/55 “The country has urgent needs of having young people who can speak foreign languages well enough to realize economic and cultural contact with western countries in order to be able to follow economic and technical studies carried out abroad.” (Assembly Journal, 1955) After signing a Cultural Agreement with the United States, a lot of native content teachers came to Turkey to teach in bilingual schools between 1957 and 1969. There were teachers from Scotland, Australia, England and Pakistan as well. Natural Sciences such as Chemistry, Physics, Biology, Mathematics and Geometry were taught in English, in order to educate future scientists that the new Republic would urgently need. Now in Turkey, primary and higher education is also available in English at public schools and universities. These schools offer English preparatory classes on the first year during which intensive English courses are provided for those students (Çetintaş and Genç 2001).

Today, in Turkey, second language education is primarily English but also German and French languages are thought in many public and private schools. According to König (1990), Turkey has showed an increasing tendency to use English as the medium of instruction both at the secondary and high levels of education and sometimes even in private elementary schools, whereas many countries with very different social and political positions have taken actions to keep English outside the domains of their national affairs. According to Sezer (1988), there is a great emphasis on teaching English in Turkey because of the increasing cultural economic and technological relations with other countries.

Holly (1990) states that English has become such a widespread language in social and economic life in Turkey that it would be fair to suggest that English is an exclusion mechanism in the country. There are limited opportunities in terms of business and academic area to those who do not know English. Dogancay-Aktuna and Kızıltepe (2005) point out that English does not have an official status in Turkey but is increasingly used as an instrumental language to communicate with other non-native speakers.

Kızıltepe (2000), who investigated the motivation and the attitudes of Turkish learners towards English, finds that Turkish students believe that being able to speak two languages will make them a better educated person and it will be useful in getting a well-paid job. Also it was found that having conversations with native speakers is not important for them and there was a little interest in British and American culture.

Contrary to the findings of Kızıltepe (2000), also demonstrated the lack of interest in the cultures of inner-circle countries like Britain and America, Özdemir (2006:28) claimed that the methods and most English course books still seem to include cultural content coming mostly from these countries. The books used in teaching English contain parts related to English and American culture. Hollywood, Mc Donalds, Coca-Cola, Times Square, Big Ben are some of the topics which are directly related to the American and English culture can be found in these books. Özdemir (2006) argues that through some methods and course books, the message given to Turkish people is that English is a must in every part of life. Erling (2005) suggested that with the increasing number of non-native speakers, there is a need for a change in English language teaching (ELT). Instead of focusing on the inner circle varieties, ELT should involve speakers from various linguistic and cultural backgrounds and English should be approached as a means of intercultural communication.

Globalization and the evolution of communication have enhanced the use of English. Commercial, social and cultural ties between Turkey and the world are undertaken mostly in English. Consequently, there are many English words adopted by Turkish. That is why English is said to have become the second most useful language in Turkey, similar to many other regions of the world. The rapidly developing integration process of Turkey into the global environment in terms of commerce, culture and politics has been enabled by a loosening in political constraints, enhancing the pivotal role of English in communication (Robins 1996, 73). Tourism, expanding broadcasting of foreign, especially American, movies and series in an increasing number of private TV stations has all contributed to the common use of English in Turkey (Barker, 1999:3).

The Internet entered Turkey in 1993 and reached 250 thousand users and 30 thousand computers in 1997 (Acar, 2004). Nowadays, it is up to 27.233 million (CIA, 2009). Yıldıırım and Tahiroğlu's (2006) analyzed 782 Msn Messenger user names and 593 (75.8%) of the users were using English nick names. This result shows the users' social tendency of using English. Users prefer English names instead of Turkish ones because they think it is more prestigious.

In conclusion, English has become the most commonly used foreign language in Turkey, in social and economic life. Second language education is primarily English and it helps the spread of English in the country which can be seen in tourism and expanding broadcasting of foreign movies and series, most of which are American.

2.2 Lexical Borrowing

When speakers use two or more languages in their daily interactions or during a language contact where two or more languages interact, there can be different outcomes affecting the grammars of those languages. This phenomenon is called language contact phenomena. The literature on this phenomenon presents the way languages are mixed and discusses the issues and types of language combinations with the following terms: CS, code mixing, lexical borrowing and interference (Myers-Scotton, 2006: 233-234).

In the last three decades, much research has been conducted on the global spread of English: from world English to English loan words; on the position of English as the world's lingua franca and many linguists have focused on description and analysis of

the large number of varieties of English used. The usage of English lexicon in different languages has been the focus of investigations. (Rosenhouse and Kowner, 2008:7)

When people speaking one language are in contact with people speaking another language, some speakers learn some phrases and incorporate these phrases in to their own language to refer to objects, activities or concepts. The most common way of one language influencing another is with the exchange of words, and when a language takes in words from another language, the process is called lexical borrowing (Haugen 1950). Words borrowed from the donor language are used in the recipient language (Weinreich,1953). Matras (2009) described the recipient language as a poorly equipped language, and the recipient language changes its present structure towards the better equipped language, or the donor language. The borrowing process requires at least some contact between the donor and the recipient language i.e. a full understanding of the meaning of the word and a minimal tendency for bilingualism (Rosenhouse & Kowner, 2008: 12). Speakers hardly consider borrowed words as unusual, because lexical borrowing is a natural and usually unconscious process (Myers-Scotton, 2006:210).

According to Matras (2009) there are two essential hypotheses to explain lexical borrowing. The first is the gap hypothesis, suggesting the need for new terminology due to technological and cultural changes. This hypothesis assumes that bilingual or semi-bilingual speakers notice that expressive means existing in one language do not exist in the other one. These borrowed words are called “gap fillers” and “cultural loans” which are labels for new social activities and cultural acquisitions. The second hypothesis is the tendency in a society to culturally imitate other dominant groups which is known as “the prestige hypothesis”. According to this hypothesis, the speakers get the elements from the prestigious language, which is a socially more powerful and dominant community language, in order to gain social status and approval, and that creates a special jargon in closed groups to distinguish themselves from the rest of the population.

The number of English words in the recipient language depends also on the availability of communication. If there is more contact with the Anglo-American culture, there is a higher tendency of borrowing English words. If the society is more exposed to English by TV programs, movies, or English language newspapers, there is a greater tendency to borrow English words. Since the beginning of the 20th century, English speaking countries, especially the USA, with the help of the mass media, the radio and the TV, lead the trends of information and popular culture in the world. American lifestyle and language has been presented with the success of American film

industry in the everyday life of Turkish people. And, finally, with the spread of personal computers and the Internet, electronic communication media, the Internet and the World Wide Web have become the main way of English influence and motivation for learning the English language.

Another factor that increases the dissemination of English words is the educational system, which serves as a central socialization agent of society. English taught as a second language at schools increases and encourages the use of foreign words for learning purposes. In an advanced educational system, the tendency of borrowing English words increases (Rosenhouse, Kowner 2008:13-14).

Borrowing only refers to lexical elements, such as content words like nouns or verbs, but not to grammatical elements. Poplack, Sankoff and Miller (1988:62) stated that nouns are the most frequently borrowed single items. Aitchison (2000:62) explained that, across many language pairs, most of the words that are borrowed are nouns, because nouns are freer from syntactic restrictions than other word-classes and it is easier to borrow them. Weinreich (1964: 41) also claims that free grammatical forms are more easily borrowed than bound ones.

There are two types of lexical borrowing: cultural and core borrowings (Myers-Scotton, 2006). Cultural borrowings are the words that stand for new objects and concepts in the recipient language and fill in the gaps. Some of the common cultural borrowings are related to information technology: software, website, crash, hard drive, etc. Turkish has borrowed “pizza” from Italy, which is new to the culture and German has borrowed “blue jeans” from English, as have many other languages. The second type of borrowing is core borrowing, which duplicates elements that already exist in the recipient language. The recipient language has equivalents but replaces its own words with the words from the donor language, losing some of its vitality. According to Mougeon and Beniak (1991), borrowing a word from the donor language for a word which already exists in the recipient language happens in two situations: when bilinguals regularly use both languages and when the culture of the donor language dominates the culture of the recipient language.

Generally, borrowed words are integrated into the recipient language. According to Myers-Scotton (2006), there are two kinds of integration; morphological integration and phonological integration. Morphological integration is the most common one compared to phonological integration. Hall (1964) claimed that, when words are borrowed from one language, they are normally adapted to the structure of the

borrowing language, in sound and form. Phonological integration is the process of making borrowed words fit the sound system of the recipient language. The second type of integration is morphological integration, in which there is an adaptation of the borrowed words to the recipient language morphology. Borrowed words are fitted into the morph syntactic system of the recipient language.

2.3 Code- Switching

Recently, there has been a growing interest in multilingualism; the act of using or promoting the use of multiple languages. The number of languages spoken throughout the world is estimated to be 6,000 and the evidence shows that there are many more bilingual or multilingual people in the world than monolingual (Grimes, 1992). One of the founders of bilingual studies, Weinreich (1953), defined the term bilingualism as “the practice of alternately using two languages.” CS is the ability on the part of bilinguals to alternate without any effort between two languages. Milroy and Muysken (1995), define CS as “the alternative use by bilinguals of two or more languages in the same conversation”. In 1997 Skiba defined the term code as "language". While using two or more languages in a written or spoken discourse, there is a tendency to move between languages. This movement is named code switching (MacSwan, 1999). According to Riley and Harding (2002:57) CS is the concurrent use of more than one language. Bilinguals use elements from multiple languages in their discourse. It is important to emphasize that CS does not represent a breakdown in communication. Hoffman's (2001) view of CS as a communication strategy is:

For bilinguals, it is normal to move between different languages when talking with each other, and code switching is an essential strategy for them.

CS is not the random mixing of two languages, but a way in which two language systems are used for various communicative functions. Monolinguals are also capable of changing their linguistic registers and dialects according to certain domains in different environments such as home, school or work. Such monolingual behavior is called language shifting or style shifting (Bullock and Toribio, 2009:2). Other

researchers (Gardner, Chloros 1991) also state that switching can occur between the dialects of the same language.

2.3.1 Types of Code- Switching

According to Poplack (1980), there are two types of CS: inter-sentential and intra-sentential. In the inter-sentential CS, the speaker switches languages between sentences. Here is an example of an inter-sentential CS between Swahili and English (Myers-Scotton 1993:41):

- (1) That's too much. *Sina pesa.*
“ . . . *I don't have [much] money.*”

In the intra-sentential CS, the speaker switches to a different language within the same sentence. Inter-sentential switching requires a high level of bilingual proficiency because it often involves the production of full clauses in each language like intra-sentential CS. According to Bhatt (1997) intra-sentential CS is an alternation between two different linguistic systems within a single clause. This type of CS has been termed classic CS by Myers-Scotton in 1993 and alternational CS by Muysken in 2000. However, the most common one is the intra-sentential CS. Romaine (1989:113) states that intra-sentential switches should be avoided by everyone except the most fluent bilinguals. The following example illustrates intra-sentential CS between English and Spanish.

- (2) This morning *mi hermano y yo fuimos a comprar* some milk.
This morning my brother and I went to buy some milk.
(Belazi *et al.*, quoted in MacSwan, 1998: 49)

According to Muysken (2000), bilinguals use three different strategies when they perform CS. One of the patterns is the *alternation* in which two languages are separated in an A-B configuration as in examples of intra-sentential and inter-sentential CS. Second strategy is *congruent lexicalization* in which two languages have the same grammar structure but can have lexical elements from each language. This type of CS is

usually common between languages that are typologically similar. Here is an example of congruent lexicalization strategy between Dutch and Sranan:

- (3) wan heri *gedeelte* de ondro *beheer* fu *gewapende machten*
one wholepart cop under control of armed force
“One whole part is under control of the armed forces.”

(Bolle 1994:75, cited in Muysken 2000:139)

Third strategy is called *insertion* in which a word or a phrase is integrated in a nested A-B-A structure. Example (4) illustrates insertion strategy between Persian and Swedish.

- (4) xob pas *falsk-an* pesa-a[^]
well then false-cop3pl boy-pl
“Well then boys are false.”

(Naseh Lotfabbadi 2002:101)

According to Grosjean (2001:7), speakers can decide when to switch between languages and when not to. When speakers switch purposely De Bot (2002) calls this type of CS as *motivated switching* and when there is an unconscious switch, it is called *performance switching*.

In this subsection, CS and CS types are presented briefly. The phenomenon of using two or more languages' within the same discourse has been also called *code mixing* and *lexical borrowing* by many researchers. Therefore, in the following subsection, CS and related terminology will be explained.

2.3.2 Code switching and related terminology

Researchers do not use the terms in the same way and there has been a special emphasis on separation of the terms CS and borrowing (Gysels, 1992; Myers-Scotton, 1992; Poplack, 1980, 1981) and CS and code-mixing (Kachru, 1978; 1983; Sridhar & Sridhar 1980). This is why the full subsection will be devoted to these terms.

2.3.2.1 *Lexical borrowing vs. Code Switching*

In studies of language contact phenomena, the relationship between CS and borrowing is a controversial issue. Some researchers say that CS should be distinguished from other types of contact phenomena (Muysken, 1995), some believe that it is hard to differentiate them (Bentahila and Davies, 1995) and some say that a distinction like that would make it harder to explain lexical relations in the data (Kurtböke,1998), (Davidiak, 2010).

In borrowing, lexical items from the donor language are used in the recipient language. The items that are borrowed generally conform to the morphological and syntactic properties of the recipient language (Pfaff 1979:296, Poplack 1980:225-6, Clyne 1987:258). The borrowed items enter into the mental lexicons of the recipient language (Myers-Scotton 1993:163).

According to Muysken (1995) borrowing is a kind of intra-sentential CS. He states that in CS and borrowing, the only difference is the size and the type of the linguistic items that are switched. For example, if a noun is switched, it is borrowing; however, if a noun phrase is switched, it is CS (Muysken, 1995:180). In this research, I will follow Muysken’s idea and single items switched will be analyzed as lexical borrowings and phrases that were switched will be analyzed as CS.

In order to distinguish borrowing from CS and other language contact phenomena Matras (2009: 110-114) stated the dimensions of the CS–borrowing continuum. Table (1) illustrates the dimensions of CS and borrowing according to Matras.

	Code switching	Borrowing
Bilinguality	Bilingual speakers	Monolingual speakers
Composition	Elaborate utterance/Phrase	Single lexical item
Functionality	Special conversational effect, stylistic choice	Default expression
Unique referent (specificity)	Lexical	Para lexical
Operationality	Core vocabulary	Grammatical operations
Regularity	Single occurrence	Regular occurrence
Structural integration	Not integrated	Integrated

Table 1: Dimensions of CS and borrowing adapted from Matras (2009: 110-114).

In this research, Poplack and Sankoff (1984) and Muysken (1990) are followed to establish some common characteristics of borrowing. These are: (1) Borrowings are added to the lexicon of the recipient language, (2) Borrowings often exhibit phonological, morphological, and syntactic adaptation, (3) Borrowings are frequently used in speech and other forms of languages usage, (4) Borrowings replace an existing words of a language, (5) Borrowings are recognized by speakers as words in their own language, and (6) Borrowings in some cases exhibit semantic changes. Muysken's (1995) idea will also be used to distinguish CS from borrowing. When a noun is switched, it is considered a case of borrowing, but if a noun phrase is switched, it will be analyzed as CS.

2.3.2.2 Code-Switching and Code-Mixing:

The distinction between CS and code-mixing (CM) has been made by many researches but according to Cheng and Butler (1989), Scotton and Ury (1977) and Grosjean (1982), there is no difference between CS and CM. Also Clyne (1991: 161) agreed that CS and CM are the same case in which the speaker stops using one language and employs another one.

On the other hand, Wei (1998) made a distinction between CS and code-mixing according to the place in which the switch occurs. When the language change occurs at or above clause level, he referred to this type of switch as CS, but when it occurs below clause level, he called it code-mixing.

Hamers and Blanc (1989:35) defined code mixing as the use of elements, most typically nouns, from one language, in an utterance of another language and CS as the change from one language to another in the same utterance or conversation. Some researchers like Pfaff (1979) prefer using the term code-mixing to explain both intra-sentential CS and borrowing. According to Mashiri (2002:246) and Muysken (2000:1), if the language switch occurs across sentences, it is called CS; and when it occurs within the sentence, it is called code mixing. Here are two examples of code-switching and code-mixing according to Mashiri (2002:246).

- (5) Uchauya kuzondiona here? *Do you have some tutorials this week?*
'Will you come see? Do you have some tutorials this week?'
- (6) Une ma-*tutorials* here *week* ino?
'Do you have some tutorials this week?'

Eastman (1992:1) claimed that "efforts to distinguish CS, code mixing and borrowing are doomed", and that it is crucial that we "free ourselves of the need to categorize any instance of seemingly non-native material in language as a borrowing or a switch" if we want to understand the social and cultural processes involved in CS. In this research CS will be used to refer to the change from one language to another within the same utterance or conversation.

2.3.2.3 *Language Transfer (Language Interference)*

The last contact phenomenon that should be distinguished from CS is language transfer (language interference). There is a transfer among languages; when people conceptualize a mathematical division in one language, they just transfer this knowledge to the other language. They do not think the same thing twice in each language. Linguistic properties from a previously learned language can be transferred to another language which is in the process of being acquired. The main reason to use words from another language is the lack of vocabulary knowledge in the second language. Weinreich (1953) defined interference as:

Those deviations from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language. (Weinreich, 1953)

Linguistic items can be transferred spontaneously and unintentionally but also transfer can be used as a strategy. According to Paradis (1993) and Grosjean (2001) there are two types of interference: dynamic interferences, in which the elements of one language are used in another language by mistake, and static interference, in which the elements of one language become part of the grammar of an individual.

In this paper, single word items are analyzed as borrowings, and phrases switched to English are analyzed as CS. Poplack and Sankoff (1984) and Muysken (1990) are followed to establish some common characteristics of borrowing.

2.4 Computer-Mediated Communication: Twitter

Computer-Mediated Communication (CMC) is a virtual platform to share and acquire information (Baron 1998). CMC is categorized into two classes: synchronous and asynchronous. Synchronous communication is encountered in real time chat rooms and instant messaging. In asynchronous communication, on the other hand, people make their contributions at various times. Emails, blogs, and wikis are common platforms of asynchronous communication.

Moran and Hawisher (1998) establish different categories of CMC systems based on the “structure of interaction”: one-to-one interaction, one-to-many interaction, and many-to-many interaction (also called group interaction).

Crystal (2001) argues that recently developed formats of interaction paved the way for gradual changes in spoken and written language. Language is perceived in two different genres: spoken and written. Written language is to be more complex structured, formal and abstracted; whereas spoken language is tends to be contextual and barely structured. In CMC, it is impressive that it is so hard to distinguish spoken and written language from each other (Herring, 2001). Written CMC communication, especially synchronous one, carries most of the characteristics of a face-to-face conversation. Online instant messaging is a written form of CMC, nevertheless the language tends to be grammatically poor, simple and less coherent in comparison to written language in general. It demonstrates more similarities with spoken language (Danet & Herring, 2007). A new language called "Internet language, netlingo, chatspeak, textese, texting language, or SMS language" is born. In academic literature, it is called CMC language or CMC acronyms. Crystal (2001) envisages that technological improvements will bring about two significant influences: (1) new modalities and their effects on the nature of language and speech community and (2) new modalities bringing languages and speech communities into contact with one another. As people without any common language meet more frequently, the development of instant translators will be inevitable.

Crystal (2001) asserts that characteristics of spoken language, such as “short constructions, phrasal repetition, looser sentence construction and the use of reaction signals”, are encountered in synchronous CMC environments. According to him, language is used in a more simple form to reach the objective of the conversation.

In the information era, society became busier than ever and so did the youth. Tasoulas (2003) emphasizes that they have developed this systems of using a few keystrokes in order to save time and energy and still achieve the same results. As CMC acquired more place in our lives, use of acronyms for words and expressions became widespread among users, i. e. "fyi" instead of "for your information" or "brb" for "be right back". Leavitt (2007) views this shorthand language being used today through our cellular devices, Internet blogs and chat services as a “slam on the brakes for literacy and the English language.”

The principle of using the least effort in the production of language is called the *principle of economy* (Crystal, 2001). Clyne (1991:167) states that bilingual people can choose data from two language systems and he/she is able to select less complex forms from the languages in preference to more cumbersome one. CS can be seen as a proof of this principle. Many academics (Lee 2002, O'Connor 2005, Axtman 2002) argue that instant messaging has adverse effects on English. However Denis and Tagliamonte (2008) refer to CMC as "an expansive new wave of communication" with positive effects on language and grammar.

An online platform designed for different uses like messaging and/or sending/receiving files is called bulletin board system (BBS). BBS, an asynchronous CMC, is visited by users to participate in conversations, to meet others, to share ideas and also for online games and programs. Users can interact at different times like in Facebook and Twitter. Private messaging and interaction with many at the same time are available for visitors. Crystal (2001) points out that communication in such environments exhibit similarities with spoken language.

In 2005, social networking reached a critical mass and became the latest trend. Social networks like MySpace, Twitter and Facebook give its users the opportunity of free exchange of ideas in communications (Goldsborough, 2008). After MySpace and Facebook, Twitter became one of the most rapidly enlarging Social Media platform, as it reached 300 million of accounts in 2011 with more than 300 million tweets every day (Taylor, 2011). Twitter is referred as "the SMS of the Internet". Riley (2010) asserts that a significant part, 65% of Twitter users are less than 24 years old and furthermore a

greater part, 81% are less than 30. Twitter functions like a wall for posts or blog. Users share their tweets on <http://twitter.com>. Twitter users can post via website, compatible external applications (such as smartphones), or by Short Message Service (SMS) that is available in certain countries. Each tweet posted by a user can be followed by the “followers” of that user. Twitter operates on summarizing your idea, reaction or anything you want to share with a few words in a compact manner. Although one gets into a dialogue with any other user, it would not be a non-public conversation. People, “followers”, in the concerning network will be seeing the dialogue. It is more like a discussion in front of or/and with many other people. Figure (1) illustrates the home page of a Twitter account. Users can share their posts with their followers (which are listed by their avatars in a grid on the main page of Twitter) easily by writing in to the “what’s happening?” section on the main page.

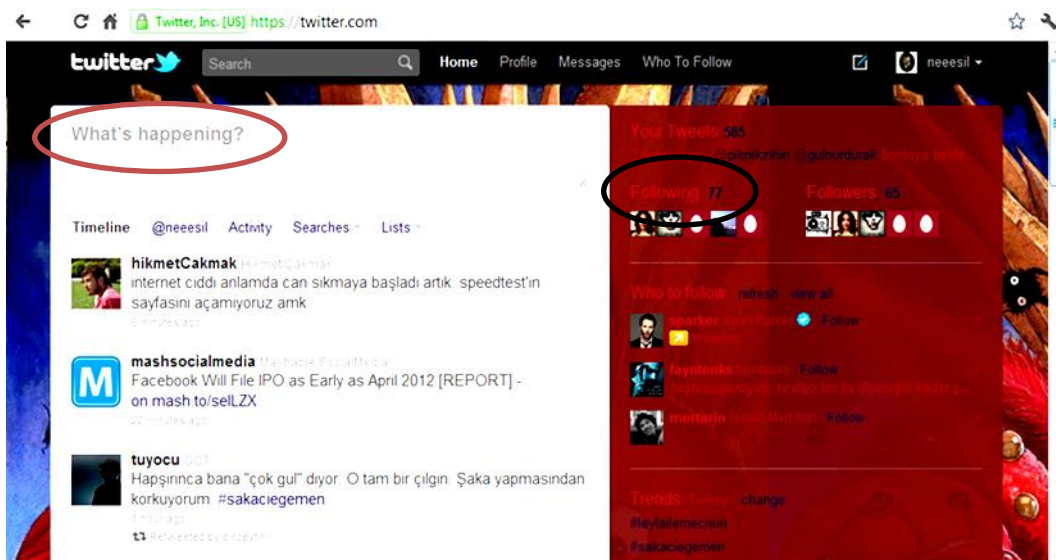


Figure 1: Twitter home page

In twitter there is a 140 character limit to each post (or “tweet”). Shorter and/or differentiated uses of words, like “10x” for “thanks”, “2” for “to” and “4” instead of “for” are preferred by users. Moris refers to such uses as “Tweetshrink” (2009:32). Here is an example of a tweetshrink:

- (7) “To get to my current location, set aside money for the subway. Within two stops, you’ll want to get ready to transfer from the Red Line to the Green Line.”

The above expression will turn into:

2 get 2 my current location, set aside \$\$ 4 the subway. w/in 2 stops, U’ll wnt 2 get ready 2 trnsfr from the Red Line 2 the Green Line. Moris (2009:32)

A study carried out by Kelly in 2009 tried to find out what people really use Twitter for. 2,000 English tweets were examined in the US. As can be seen from table (2), tweets were categorized into six different groups regarding their content.

Content	Percentages
Social grooming	40%
Conversational	38%
Pass-along value	9%
Self-promotion	6%
News	4%
Spam	4%

Table 2: Content of Tweets according to Pear Analytics (Kelly, 2009)

The study referred to 40 % of tweets as “pointless babbles”. Tweets like “I am eating pizza now” are categorized as pointless babbles. Nevertheless, Danah Boyd (2009), working on social networking, points out that these are not “pointless babbles”; rather they are “social grooming” and/or “peripheral awareness”. Such kind of communication is a way for users to learn what other users around think do or feel.

In this research, posts from participants will be categorized into different groups regarding their content and lexical borrowings and CS will be analyzed.

2.5 Turkish on the Internet: Spelling

The language used on the Internet is becoming very different from our previous linguistic behavior and Crystal (2001) calls these new linguistic properties “electronic revolution”. All the features which enter into the orthographic system of a language: its spelling, punctuation, and use of capital letters which identify a typically written communication has opposed to spoken communication. US English spelling on the Internet, partly for historical reasons and partly for reasons of economy, is preferred to British spelling, and therefore new spelling conventions have emerged.

Turkish is one of the languages which have new spelling conventions emerging from online communication. Research undertaken by Erdogan and Yaman (2007) analyzes the content of messages in forums and the MSN. The results show that new wordings, expressions and patterns are spreading via the Internet. Furthermore, these new uses impact “the content and symbols of written language”. The adoption of English words and patterns were lead to the decline of Turkish and a deterioration of its structure.

Temur and Vuruş (2009) aimed at describing the use of Turkish on the Internet environment. This description was made based on the classification of the uses of Turkish on the Internet apart from standard Turkish. In this qualitative study, 163 people’s MSN (Micro Soft Network) and Facebook correspondences were compiled and analyzed. According to the authors, people communicating online disregarded the phonetic and orthographic characteristics of the Turkish language. It was seen that, in the Internet environment, users used Turkish carelessly. Two types of spelling changes were found in this research, with the influence of English on Turkish. In this section the examples of those changes are adapted from Temur and Vuruş (2009).

The first spelling change is the use of English characters instead of Turkish characters. Table (3) illustrates some examples of Turkish words written with English characters in which Turkish letters are substituted in the following way: (v>w; k>q; i>y).

	Correct form	English Translation
ewe	eve	to home
bı suru odew war	Bir sürü ödev var.	There is a lot of homework.
sewıorm seni çookkk.	Seviyorum seni çok.	I love you a lot.
Qutahya	Kütahya	Kütahya (city name)
beLLy oluo.	Belli oluyor.	It is obvious.

Table 3: Turkish letter substitution with English letter
(Adapted from Temur and Vuruş, 2009)

As can be seen from the table, in the first and second examples “v” is substituted with English character “w”. Instead of writing “ödev” (homework), “var” (there is) and seviyorum (I love), “odew”, “war” and “sewıorm” are written. In the third example “k” is replaced with “q” and “Kütahya” is written as “Qutahya”. Finally, in the last example “i” is substituted with “y” and “belly” is written instead of “belli”.

	Correct form	English Translation
sheker	şeker	sugar
shekil	şekil	shape
chilekesh	çilekeş	troubled

Table 4: Turkish letters “ç” and “ş” substitution
(Adapted from Temur and Vuruş, 2009)

The second spelling change in the language is the substitution of Turkish characters “ş” and “ç” with “sh” and “ch”. In table (4), the first example “şeker” (sugar) is written as “sheker”. “Ş” is replaced with “sh”, and in the second example “şekil” (shape) is written as “shekil”. In the last example “çilekeş” (troubled), “ç” is substituted with “ch” and written as “chilekesh”.

The phonetic and orthographic characteristics of the Turkish language tend to change in online communication not only with the influence of English language but

also with the limitations emerged from the use of English keyboards lacking Turkish characters. One of the most common changes is the use of dotless characters “u, o, ı” instead of dotted characters like “ü, ö, i” (ü>u; ö>o; ı>i). The following examples (1-3) show the substitution of these characters:

Substitution of “ü” with “u”:

- (8) çok **uzgunum**
Correct form: çok üzgünüm
Translation: I am so sorry

Substitution of “ö” with “o”:

- (9) **öbur** taraf
Correct form: öbür taraf
Translation: Other side

Substitution of “ı” with “i”:

- (10) **dedığın** gibi
Correct form: dediğin gibi
Translation: As you said

In the following example (4) “Ğ, ş, ç” characters are substituted with “g, s, c” (ç>c; ğ>g; ş>s):

- (11) **dısarı cıkacağım**
Correct form: dışarı çıkacağım
Translation: I will go out

While communicating online some of the vowels or consonants are omitted. Here are some examples of vowel and consonant omission:

- (12) **Slm.**
Correct form: Selam
Translation: Hello

(13) Nbr
Correct form: Ne haber?
Translation: How are you?

(14) Tmm
Correct form: Tamam
Translation: Ok.

Some characters are repeated within the words in order to make emphasis. In the following examples (8-9) repetition of the same character in the same word is used:

(15) seniⁱⁱⁱ çooook seviyorum^{mmm}'
Correct form: Seni seviyorum.
Translation: I love you so much.

(16) süpe^{rrrrrrrr}
Correct form: Süper
Translation: Super

In conclusion, Temur and Vuruş's (2009) focused on the influence of English on Turkish and found two types of spelling changes: substitution of Turkish letters with English letters (v>w; k>q; i>y) and substitution of Turkish characters "ş" and "ç" with English characters "sh" and "ch". With the influence of the Internet and different keyboards, dotted characters are replaced with dotless characters (ü>u; ö>o; ı>i), "ğ, ş, ç" characters are substituted with "g, s, c", vowels and consonants are omitted and, finally, some characters are repeated within words for emphasis. In this section, the influence of English and online communication on Turkish spelling was explained.

3 Methodology

The present research is divided into four main parts: spelling, lexical borrowing, code switching and posts only in English. The purpose of this research is to describe how Turkish native speakers use English and Turkish in asynchronous CMC in Twitter.

3.1 Data Collection

Data in the form of online written texts was drawn from the social networking website known as Twitter. The primary source of this study is taken from participants' profile pages on Twitter, where participants can share information by filling in the "what's happening" box on the home page. These posts are available for other users of the website to reply or comment on. Much like the characteristics of asynchronous CMC, there is no time limit in responding to the postings, resulting in delayed communication. For this study, 3,860 posts (tweets) were collected during two months; August 2011 and September 2011. To protect participants' privacy, the purpose of this research was explained to all, and permission was sought through the messaging service available on the website before data was accessed and collected. Due to Twitter's various privacy settings and users' individual customization, which make certain features unavailable to users that are not in a person's network or friends circle, convenience sampling method is employed in selecting participants in order to gain access to the posted messages.

3.2 The Participants

The participants in this research are young Turkish people between the ages of 19 and 24. Out of the 20 participants, 15 are female (75%) while five are male (25%). All participants were brought up in Turkey and are still studying or have studied in Turkish universities where they can receive or have received education in English. Since all of the participants were enrolled in an English-speaking university, it was assumed that they were fluent in English, having scored at least 550 on the TOEFL (Test of English as a Foreign Language) paper-based exam or 213 on the computer-based exam.

3.3 Statistical Procedures

The data collected from the participants' profile were analyzed. Then, all the posts were categorized mainly in three groups; a) posts only in Turkish, b) posts only in English and c) posts in English and Turkish. In the first part of the research, spelling was

analyzed and all posts having English characters instead of Turkish characters were examined and frequency of occurring was calculated.

In the second part, lexical borrowings were analyzed; first borrowings were separated as nouns, verbs and others (adjectives, adverbs), then these single items were analyzed according to their topic such as lexical borrowings related to the Internet and computer, education, entertainment and abbreviations. Finally the percentages were calculated for each topic. Phonological integration of the words wasn't analyzed because the data was taken from the Internet in a written form. In the third part of the research, posts were analyzed and divided as inter-sentential code switching and intra-sentential code switching. While dividing phrases according to topics, there were seven different categories appropriate. These are Internet and computer, interests, education, entertainment, travelling, sports and other.

The last part of the research deals with posts only in English. They were categorized into different groups regarding their content with nine themes; Internet and computer, interest, quotations, daily life activities, location, sports, education, entertainment and emotions. After all the sentences were classified according to their topics, percentages were calculated.

4 Results and Discussions

As explained in the introduction, this research was aimed to analyze posts by the Turkish native speakers taken from www.twitter.com, and the way Turkish native speakers use English in online communication. 3860 posts were analyzed. The data will be analyzed in this section at four levels: spelling, lexical borrowing, code switching (CS) and posts only in English. In the lexical borrowing part, words borrowed are categorized into different groups regarding their content and word class. In the code switching part, phrases are categorized according to their content and as inter-sentential code switching and intra-sentential code switching. In the last part posts only in English are categorized according to their content. Figure 2 reflects the percentages of each of the categories analyzed.

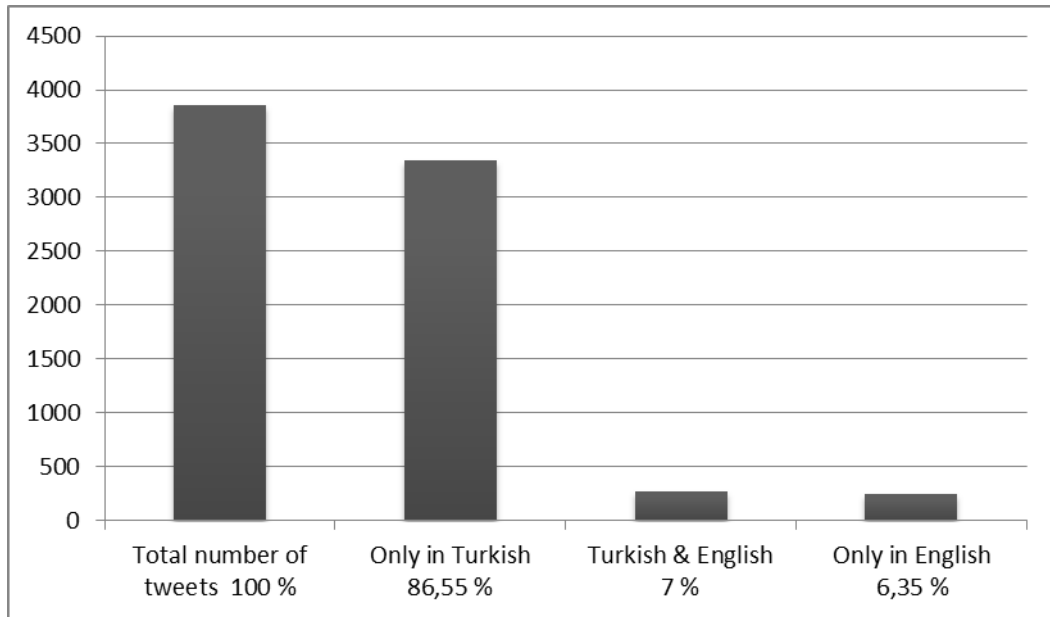


Figure 2: Number of posts in relation to language choice

The percentages in the given graph (figure 2) reflect that 86, 55% (3341) of the posts were only in Turkish and 6, 35 % (245) of them were only in English. 7 % (274) of the posts include lexical borrowing and CS.

4.1 Spelling

Non-standard spelling substitutes the traditional writing since the eighteenth century. Spelling errors on Internet communication would not be assumed to be an indication of lack of education but a function of typing inaccuracy. Especially teenage users have introduced several deviant spellings, such as *kool* [cool] and *fone* [phone]. Not only in English but in many other languages new spelling conventions have emerged (Crystal, 2001). Online messaging is a written form of computer-mediated communication (CMC), nevertheless the language tends to be grammatically poor, simple and less coherent in comparison to written language in general. People communicating online do not take into consideration the language's characteristics of sound and disregarded orthographic rules. Turkish is one of the languages which have new spelling conventions which emerge from online communication. Most of the posts (86, 55 %) gathered were in Turkish and they were analyzed according to their spelling. As can be

seen from the following examples, English characters are frequently used instead of Turkish:

In the following examples “v” is substituted by “w”.

(17) Sen kilo mu werdin?

Correct form: Sen kilo mu verdin?

Translation: Have you lost weight?

(18) Uzayli dowmesi

Correct form: Uzaylı dövmesi

Translation: Alien tattoo.

(19) bosanma dawalrı

Correct form: Boşanma davaları

Translation: Divorce suit

(20) bn ewe donemiorum

Correct form: Ben eve dönemiyorum.

Translation: I can't go back home.

In the gathered data, there were not many examples for substitution of “k” with the English character “q”. One of the participants wrote “qıs” instead of writing “kız” (girl) and another participant wrote “qim” instead of writing “kim” (who). Within the 3341 posts only two examples were found.

In opposition to Temur and Vuruş's (2009) research, there weren't any examples of substitutions of “ı” with “y” and substitution of Turkish characters “ş” and “ç” with English characters “sh” and “ch”.

Many participants used dotless characters “u, o, i” in place of dotted characters like “ü, ö, İ”.

In the following example (21) character substitutions are; ü>u, ı>i.

(21) tatilin son gunu.. İstambula gitmek istiyorum yeter!!

Correct form: Tatilin son günü.İstanbul'a gitmek istiyorum. Yeter.

Translation: Last day of the holiday. I want to go to Istanbul. Enough.

Turkish characters “ğ, ş, ç” were substituted with “g, s, c”. In the following example (22) character substitutions are; ö>o, ü>u, ğ>g, ş>s, ı>i.

(22) Tatil bitti **donus** yolculugu baslasin!!

Correct form: Tatil bitti. Dönüş yolculuğu başlasın.

Translation: Holiday is over. Let the return journey begins.

In the following example (23) character substitutions are; ı>i, ö>o, ü>u, ş>s.

(23) **Kisin** yaz tatilini, yazında **kisi** özluyorum

Correct form: Kışın yaz tatilini, yazın da kışı özlüyorum.

Translation: In winter I miss summer holiday, in summer I miss winter.

Differently from the previous research, there were substitutions of “c” with “j”, “v” with “f” and “ğ” with “q”. Here is an example (24) of these substitutions:

(24) sefdiqim qıs bana git deyinje

Correct form: Sevdiğim kız bana git deyince.

Translation: When the girl I love says go away.

From the gathered data it was found that all the participants omitted the vowels or consonants while communicating online. The following examples (25-27) illustrate vowel and consonant omission:

(25) *bn* dönüyorum goruselim

Correct form: Ben dönüyorum. Görüşelim.

Translation: I am coming back. See you.

(26) Fakir *zengn* farki ne yapcaksn.

Correct form: Fakir zengin farkı. Ne yapacaksın?

Translation: Difference between rich and poor. What will you do?

- (27) *eeet iyi dileklerin icin tesekkurler*
Correct form: Evet. İyi dileklerin için teşekkürler.
Translation: Yes. Thank you for your best wishes.

In order to make emphasis some characters are repeated within the words.

- (28) *Uyuyooorrrruummmmm!!!*
Correct form: Uyuyorum!
Translation: I am sleeping!
- (29) *Iyi ki dogduuuuuunnnnnnnn*
Correct form: İyi ki doğdun.
Translation: Happy birthday.
- (30) *Seni seviyoruuuuuuuumm*
Correct form: Seni seviyorum
Translation: I love you.
- (31) *dunya donuyoooooor etrafında*
Correct form: Dünya dönüyor etrafımda.
Translation: World is turning around me.
- (32) *mutluyuuuuuum*
Correct form: Mutluyum.
Translation: I am happy.

Some of the present findings are in line with Temur and Vuruş's research (2009). Most of the posts were written without taking into consideration the phonetic characteristics of the Turkish language and disregarded orthographic rules. Firstly, English letters were used instead of some Turkish letters. In the data, "w" was used instead of "v", and "q" instead of "k". Although there was no example of substitution of "i" with "y", there was a substitution of "c" with "j", "v" with "f" and "g" with "q". Additionally, dotless characters "u, o, i" were used instead of dotted characters like "ü, ö, İ" and "g, s, c" were used instead of "ğ, ş, ç". Contrary to Temur and Vuruş's

research, there were not any examples of Turkish characters “ş” and “ç” substitution with English characters “sh” and “ch”. There were substitutions of “c” with “j”, “v” with “f” and “ğ” with “q”. All participants omitted vowels and consonants and repeated some characters within the same word.

One possible explanation for omitting vowels or consonants may be the principle of using the least effort in the production of language; the principle of economy (Crystal 2006:89). Turkish native speakers communicating online probably omit vowels and consonants in order to type less in order to save time and energy and still achieve the same results.

4.2 Lexical borrowing

In this section, borrowed lexical items will be analyzed, firstly according to their topics and then according to their word classes. As explained in the introduction, the hypothesis of this research is that in the posts found on Twitter, most English words and phrases refer to Twitter or they are related to the Internet activity. This theory is verified by the analysis of the borrowed single items. Most of the items borrowed (34%) were related to technology, web sites, Internet and computer. Table 5 shows the percentages of lexical borrowings according to their contents. *Unfollow, subscribe, spoiler, retweet, search, refresh, pc, mouse, mention, laptop, download, account, tweet* are the single items that were usually borrowed by many participants.

Single items	137	Percentages
Internet, tweeter, computer	47	34, 3 %
Education	37	27%
Entertainment	32	23, 35%
Abbreviations	15	10, 94%
Other	6	4, 37%

Table 5: Percentages of lexical borrowings with respect to content

Here are some examples of borrowed words which refer to Twitter or related to the Internet activity.

- (33) *accountun mu hacklendi*
Has your account been hacked?
- (34) *muhtesem post gercekten*
Really a wonderful post
- (35) *Retweet yapılabilir.*
Can be retweeted.
- (36) *follow ediyor bizi*
S/he is following us.
- (37) *refresh yapıorm.*
I am refreshing.

Most of the borrowed items related to the Internet were core borrowings that duplicate the elements in the recipient language. Although words like *unfollow*, *subscribe*, *search*, *refresh*, *pc*, *mouse*, *mention*, *laptop*, *download*, *account* have Turkish equivalents, participants preferred using the English terms.

Cultural borrowings, which are the words that stand for new objects and concepts in the recipient language and fill in gaps, were related to computers and the Internet. For example; the word *spam* does not have a precise Turkish translation and it was borrowed from English. According to Matras' (2009,) the gap hypothesis for borrowing words like *spam* is the need for new terminology due to technological changes.

One of the factors that increase the spread of English words in another language is the educational system. With an advanced educational system, the use of foreign words increases. In this research, 27% percent of the borrowed single items were related to education. All participants were university students who were studying in English and when they wrote about their school and classes, and they used English words. Words like *attendance*, *complementary*, *consent*, *deadline*, *drop*, *essay*, *quiz* and *registration* were borrowed from the English language. Examples (38-42) illustrate borrowed words which refer to education.

- (38) Twitter saolsun, 140 karakterde *consent* isteyebiliyorum!
Thanks to twitter I can ask for consent with 140 characters.
- (39) ben zaten zar zor buldum o dersi sen şimdi bana *drop* et diosun
I have hardly found that course and you tell me to drop it.
- (40) *attendance* yok galiba.
I guess there is no attendance
- (41) *essay*ları baştan yazmasını söyledim
I said he should write the essays from scratch
- (42) haftada 3 *quiz* var.
There are three quizzes in a week.

One of the reasons why the percentage of lexical borrowing related to education is high can be related to the period the data was gathered. September is the registration period for most of Turkish universities; therefore students need to choose their classes for the rest of the year. This might have affected the percentage of the single words borrowed.

A significant percent (23%) of the borrowed items were related to entertainment. *Cool, hangover, hit, single, sexy, six pack, trend time, drunk, celebrity, rocks* were the words borrowed from English. Most of the borrowed items in this section are core borrowings that duplicate the elements in the recipient language. Speakers get the elements from the prestigious language, which is a socially more powerful and dominant. Linguistic borrowing can also be a result of fashion. Here are some examples of lexical borrowing about entertainment:

- (43) Ersan ve Enes *rocks*.
Ersan and Enes rocks.
- (44) *Hangover*. Hatta belki de hala *drunk*.
Hangover. In fact, probably still drunk.

As CMC acquired more place in our lives, use of acronyms for words and expressions became widespread among users. The different types of abbreviation used on the Internet are one of the features of Net speak (Crystal, 2006:89). Some of the English abbreviations (11%) like *wc*, *pc*, *vol.*, *VIP* were used by Turkish native speakers. Here are some examples of abbreviation used:

(45) *ingilizce görülen rüyalar vol.2*

Dreams in English vol. 2

(46) *pc.mi ödünç istedi*

S/he wanted to borrow my pc.

(47) *Okuldaki wc.ler kapalı.*

Wc's are closed at the school.

Some of the borrowed items were out of the classification (5%). Words like *mom*, *tiger*, *realistic*, *puzzle*, *actress*, *flashback*, *disappointment* are examples of this category. The words borrowed in the category are core borrowings that duplicate the elements in the Turkish language.

4.2.1 Nouns

As Aitchison (2000:62) explained, across many language pairs, most of the words that are borrowed are nouns, and the results showed that this was also the case between English and Turkish. 70, 8 % of the single items borrowed were nouns. As can be seen from the table (6) there were 137 posts containing lexical borrowing. Most of the single items 70, 8 % (97) were nouns and 22, 6 % (31) of them were verbs. 6, 5 % (9) of the posts were adjectives and adverbs.

Single items	137	Percentages
Nouns	97	70,8 %
Verbs	31	22,6 %
Other	9	6,5 %

Table 6: Percentages of lexical borrowings

Examples (48-52) illustrate noun borrowings:

- (48) Telefonumu *beachde* kuma dusurdum
My phone fell down in to the sand on the beach.
- (49) kimler vardı o *teamde*
Who were in that team?
- (50) Biri bunlara demis ki *quiz* yapin zirt pirt iyi oluyor.
Somebody said them that they should make a lot of quizzes.
- (51) Staj raporu yazmaya başlamak lazım ya; kim *flashback* yapıcak şimdik
I should start writing my internship report but who is going to make flashback now.
- (52) Bişeyler olsa, doğüstü şeyler, olağanüstü durumlar.. Uzaylılar fln gelse msla.. Ve *deadline* larım ertelense..
I wish something happened, something supernatural, extraordinary circumstances. Aliens could come for example and my deadlines can be postponed.
- (53) *Spam* edildi!
Spammed

Generally, borrowed nouns are integrated into the recipient language. As can be seen from the examples (33-53), borrowed words are integrated morphologically into

Turkish. In the examples (48) and (49) *beachte* (at the beach) and *teamde* (in the team) have the Turkish suffixes.

4.2.2 Verbs

The second type of single items that were frequently borrowed is verbs. 22, 6 % (31) of the words borrowed were verbs. Most of the verbs are related to the Internet and tweeter. Here are some examples of this category:

(54) *unfollow* yaptım.

I unfollowed.

(55) Sizi *blocklamıştım*.

I blocked you.

(56) ben zaten zar zor buldum o dersi sen şimdi bana *drop* et diosun

I have hardly found that course and you tell me to drop it.

As can be seen from the examples verbs are integrated into the recipient language. In example (54) “yaptım” (to do) is used with the verb *unfollow*. In the example (56) *drop* is used with a Turkish verb “etmek” (to).

4.2.3 Adjectives and Adverbs

Adjectives and adverbs that are borrowed make up the 6, 5 % (9) of single items, lexical borrowings. The word *cool* was used by many participants and repeated many times. In this case, we can say that the word *cool* has become part of the Turkish lexical system. None of the participants used the equivalence of the word in Turkish; rather, all of them used the English equivalent. The following examples (57-58) show that adjectives usually remained in the same form but they were adapted into the Turkish morphological system.

(57) Porche bebek arabasi dizayn etmis. Porche bebek arabasiyla gezinen *cool* babalar vuuu :))

Porsche designed strollers. Cool fathers going around with Porsche strollers.

(58) 20 yıl kadar sonra kızımın kalbini çalıcak o *cool* çocuk, şimdi oturmuş baby tv izliyodur belki.

The cool guy who is going to steal my daughter's heart 20 years later perhaps is watching baby TV now.

4.3 Code Switching

CS is defined as “the alternative use by bilinguals of two or more languages in the same conversation” (Milroy and Muysken 1995). In the data, there seems to be a tendency to move between English and Turkish. In order to explain when code-switching occurred in Twitter entries written by the participants, posts are categorized into seven groups: interests, Internet, tweeter and computer related changes, education, location and traveling, entertainment, sports and other.

		Percentages
Total	117	100%
Interests: Songs and movies and series	44	37,6 %
Internet, tweeter, computer	23	19,65 %
Education	17	14,5 %
Entertainment	10	8,54 %
Location/ Traveling	9	7,7 %
Sports	8	6,8%
Other	6	5,12%

Table 7: Percentages of code-switching with respect to content

As can be seen from table (7) most of the phrases switched were related to interests of the university students. When they are writing about the series they watch and music they listen to, they prefer writing in English. The research hypothesis is not verified within phrasal switches, as 37, 6 % (44) of the posts were related to music and series rather than to the Internet and technology as predicted. Here are some examples of CS related to participants' interests.

(59) *Believe your dreams come true everyday. Because they do.* One tree hill izlemeyi seviyorum.

Believe your dreams come true every day. Because they do. I love watching One Tree Hill.

(60) *Ari gold is on date.* iyi ki karısından ayrılmış diyese geliyor insanın
Ari gold is on date. It is good that he had separated from his wife.

(61) *Sorry, my bad!no hard feelings?* çok iyi ya
Sorry, my bad! No hard feelings. Very good

(62) *Sarkida dedigi gibiii Thiss isss gotttoo bee gooodd lifee goodd goodd lifeeee :)))*
As it says in the song this is gotta be good life good life.

Internet, tweeter and computer-related code switching make up almost 20% (23) of the posts. Following examples show code switches related to Internet, computer and tweeter.

(63) *Followerların ustune bastım you don't have any followers dedi*
I clicked on the followers. It said you don't have any followers.

(64) *dobkişotu trending topic yapalım*
Let's make Don Quijote trending topic.

(65) *ilgilenmiosan unfollow button var orda*
If you aren't interested, there is an unfollow button there.

(66) *display pictureini* çok beğendim.

I like your display picture.

(67) fotoğrafları *remove tag* yapamıyorum.

I can't remove tags from the photos.

The data showed that 14, 5 % (17) of the tweets were related to education. Here are some examples of CS related to education.

(68) bugün yüzbinlerce lise öğrencisi aynı anda üniversiteli oldu. *I sense a disturbance in the force.*

Today hundreds of thousands of high school students became university students. I sense a disturbance in the force.

(69) şimdi..*quiz multiple choice* ve *true false* olsa, atsam tutma ihtimali çok.

Now if the quiz is multiple choice and true false, it is likely to be true when I make them up.

(70) *cognitive science* bitirdin beni

Cognitive science you have killed me.

(71) Yarın *listening section*da ben uyurum

Tomorrow in the listening section I will sleep.

Code switches about entertainment make up the 8, 54 % of the switched phrases.

(72) Bodrum! *Let the party begin:))*

(73) *Happy hours* şarkımız.

Our happy hours song.

(74) Süper gece!. *Believe me it rocks!*

Super night. Believe me it rocks!

The data was gathered during the summer period and some of the participants were travelling. Their posts include words related to their travelling and location. These words make up 7, 7 % of the phrasal code switches. Examples (75-78) illustrate some of CS related to travelling:

(75) Su an yolculari cok iyi anliyorum ! Security controller ne kadar ski !
I understand the passengers very well now. Security controller is very tight!

(76) Aldin 1 saat rotari! In your faceeeeeee!!!!
One hour of delay. In your face.

(77) *I see*, nasıl geciyor tatil?
I see. How is the holiday going?

(78) From Istanbul to Washington DC. Duration:11.35. Çok uzak yaaa...
From Istanbul to Washington DC. Duration:11.35. Far away.

6, 8% of the posts had CS related to sports. Here are some examples:

(79) Ne maçmış. *Back and forth*.
What a match. Back and forth.

(80) Yarın benim için *basketball season* açılıyor! Two Nations Cup için en on sıra biletim hazır.
Basketball season is open for me tomorrow. My front row ticket is ready for the Two Nations Cup.

(81) En güzel söz: *small money small football, big money big corruption*.
The best statement: small money small football, big money big corruption.

In this section, code switches were categorized and explained according to their topics and were explained with examples. In the following section, types of CS, which were found, will be analyzed.

4.3.1 Types of Code Switching

There are two types of CS. Inter-sentential and intra-sentential. (Poplack, 1980). There were 117 code switching. 69, 23 % of them were intra-sentential code switching in which participants switched from Turkish to English within the same sentence, and 30, 7 % were inter-sentential code switching, in which the participants switch between sentences.

		Percentages
Total number of CS	117	100%
inter-sentential code switching	36	30,7 %
intra-sentential code switching	81	69,23 %

Table 8: Types of CS

Here are some examples of intra-sentential code switching:

(82) Twitter eski sevgilimin yeni sevgilisini bana *`similar to you`* diyerek gösterdi. Guldum.

Twitter showed me my ex-boyfriend's new girlfriend as similar to you. I laughed.

(83) Kuaforume *make me perfect* diyorum ve yapıyor
I say my hair dresser "make me perfect" and he does.

(84) bu kızın sevgilisi neden *call center* daki kadını yutmuş gibi konuşuyo ya
Why does this girl's boyfriend speak like as if he swallowed the women at the call center?

(85) kendime soruyorum ki *where is my* kulaklık
I ask myself where my head phones are.

- (92) *Nothing good happens after 2am.* Bı American dizisinden cıkabilecek en iyi ders heralde
Nothing good happens after 2am. The best thing that can be learnt from an American series.
- (93) *Keciboynuzlu Turk kahvesi ictim az once...Super exotic :)*
I have drunk Turkish coffee with carop. Super exotic.
- (94) *An itibariyle etrafimdaki uc insana bakıyorum da, I guess I am ok :))*
Right now I am looking at three people around me and I guess I am ok.
- (95) *Saat 7.28 ve hava kapkaranlık, ustumde trenckot. Winter here we come!*
It is 7:28 and it is very dark, I am wearing a trench-coat. Winter here we come!

4.4 Posts only in English

The percentages in figure 2 reflect that 6, 35 % (245) of the posts were only in English. Posts only in English were categorized according to their topic as can be seen in table (9). Most of the posts (25, 3 %) were related to music, series and movies. Some of the posts were the names of songs and song lyrics.

		Percentages
Only in English	245	100%
Interest: Songs, movies, lyrics, series	62	25,3 %
Quotations	55	22,4 %
Emotions	34	13,8%
Daily life activities	22	9 %
Internet, tweeter, computer	21	8,5 %
Location/ Travelling	13	5,3 %

		Percentages
Entertainment	12	4, 9
Sports	9	3,6 %
Education	3	1,2 %
Other	14	5, 7%

Table 9: Posts only in English with respect to content

Here are some examples of posts related to series:

- (96) Gossip Girl marathon makes me want to move back to New York.
- (97) Watching "Eternal sunshine of the Spotless Mind" for the 100th time
- (98) Karl Marx had it right

Here are some examples of posts related to music; lyrics and names of the songs.

- (99) I just can't get you out of my head
- (100) Excusee meee I might drink a little more than I shoould tonight
- (101) I'm just not that into you
- (102) I'm into you
- (103) Go little bad girl
- (104) Almost there don't give up nooow

Quotations from famous people were posted and 22, 44 % (55) of the posts were quotations. Here are some examples of quotations posted:

(105) "So we beat on, boats against the current, borne back ceaselessly into the past."
The Great Gatsby

(106) "To live alone is the fate of all great souls." Arthur Schopenhauer

(107) Knowing isn't enough, we must apply! Willing isn't enough, we must do!

(108) "The pure in heart need no lawyers." (Judge Danforth)

(109) "Nah. Everyone wants to kill the king. But the prince, just sails along telling all the ladies, "One day Im gonna be king." - Vincent Chase

(110) For every action, there is a reaction. And a pikey reaction is quite a fucking thing.(Snatch)

Some of the participants expressed their emotions (13, 8%) in English. It may be due to the fact that Turkish people are not used to expressing their feelings to other people directly. When feelings are expressed in another language, speakers do not feel embarrassed. Here are some examples related to expressing feelings:

(111) feeling mellow...

(112) I miss you

(113) Looveeeee ittt

(114) Yea I didn't feel anything

(115) I love Rodos

(116) i miss you tooo!!!!

(117) I hate him!

Daily life activities make up 9 % (22) of the posts. Examples (118-128) illustrate some posts found in the data related to daily life activities.

- (118) Only 30 min of cardio should have run longer...
- (119) 2nd coffee and it's only 9:15 am
- (120) Very strong coffee to start the day
- (121) Had a decent run 406 cal...
- (122) Turkish coffee then off to pilates...
- (123) Back from a three-hour walk...
- (124) Dinner with my best friend :)
- (125) Just got back from an amazing brunch with the cousins. Off to gym to burn the 1000 kcals i ate :-)
- (126) shoulder ache due to playing Wii Tennis for almost 2.5 hours
- (127) Morning coffee...
- (128) Lipton Apple Cinnamon tea not bad.

Internet, Tweeter, computer-related changes compose 8, 57 % (21) of the posts only in English. Here are some examples of the Internet, Tweeter, and computer-related CS:

- (129) Facebook is like a relationship, once you think you have it all figured out, everything changes.
- (130) Welcome to Twitter. Everybody, follow Rafa and make sure he feels comfortable here :-) Vamos

(131) If you don't like the Facebook Chat sidebar, retweet this (I'm curious as to how many people don't like it).

(132) Retweet, sexting, cyberbullying, Mankini & jeggings are now in the Oxford English Dictionary

(133) Asked my mom if she knew what "wtf" meant, she said "Welcome to facebook?"

Some of the participants wrote their locations and wrote about their trips in English. (5, 3 %) Here are some examples related to location and travelling:

(134) Home sweet home...

(135) @ Mersin with Elif :)

(136) I am @ the gym...

(137) Finally @ Istanbul

(138) Landed

(139) Back in Eskisehir

(140) At the airport

Posts about entertainment make up the 4, 9% (12) of the posts in English. Here are some examples related to entertainment:

(141) Cardinal melon you have no alcohol...

(142) And my head just keeps on bonking I am hung over like you what the fuck is going on here I don't understand this too

- (143) Cheers to the freakin weekend I drink to that
- (144) You could call me crazy, man everyday I'm partyiiiiinn
- (145) Party roooock
- (146) Constitutional gin and tonic.
- (147) Fashion night outttaa
- (148) I love partying

Posts about sports make up 3, 6 % (9) of the tweets. Here are some examples of posts related to sports:

- (149) Bears in control!
- (150) 12 giant british!
- (151) Are you gonna watch the final game of EuroBasket today? Go Jo!! :)
- (152) football is a beautiful game and it needs to be played beautifully
- (153) defence defence defence!!!
- (154) The love for Bball and national pride in Turkey is Unbelievable and admirable.
This is something special.
- (155) in bulls we believe
- (156) we will crush their heads =)

Posts related to education make up 1, 2 % (3) of the tweets.

(157) Studying CFA Level 1....

(158) Reading. Capital Budgeting & portfolio management in emerging markets, how fun!

(159) Momentum trading works until it doesn't.

Posts only in English are categorized according to their content and examples are given for each category. Ten categories come up, and the last category is “others”, which includes code-switches related to sex and swear words. Some of the participants preferred writing in English when they want to talk about sex and sex-related topics or when they wanted to write swear words.

4.5 Summing Up

According to Kachru’s categorization, Turkey is a country that belongs to the expanding circle where English is spoken as a second language. Research has showed that Turkish language is influenced by English. Although Turkish language is successful in meeting the linguistic demand of the country, there is an increasing use of English in Turkey.

In this research, posts in English and Turkish and posts only in English are analyzed at four levels; spelling, lexical borrowing, CS and posts only in English. Posts with lexical borrowings, CS and posts only in English are categorized according to their contents. Table (10) shows the percentages of the contents in 3 levels; lexical borrowing, CS and posts only in English.

Content	Lexical Borrowing	Code-Switching	Posts only in English
Internet, tweeter, computer	34,3 %	19,65 %	8,5 %
Education	27%	14,5 %	1,2 %
Entertainment	23,35%	8,54 %	4,9%
Interests: Songs, movies and series		37,6 %	25,3 %

Location/ Traveling		7,7 %	5,3 %
Sports		6,8%	3,6 %
Quotations			22,4 %
Emotions			13,8%
Daily life activities			9 %
Abbreviations	10,94%		
Other	4,37%	5,21 %	5, 7%

Table 10: Lexical Borrowing , Code-Switching and Posts only in English with respect to their contents

Participants used both English and Turkish, while they are talking about the Internet, Tweeter and computers, education and entertainment. When they were posting about their interests, their locations and sports, they code-switched from Turkish to English or posted only in English. When participants were writing about their emotions, daily life activities or quoting someone, they only wrote in English, they didn't CS or borrowed lexical items from English.

The theory was proved within the borrowed lexical items; most of the words borrowed were related to the Internet and the webpage. This result supports the lexical gap hypothesis; Turkish language needs new terminology due to technological and cultural changes. The surprising result which unproved the theory of the research was most of the CS (37, 6%) and posts only in English (25, 3%) are related to participants' interests; songs, series and music. CS related to the Internet was 19, 65 % and posts only in English related to the Internet were 8, 5 %, which are comparatively rare frequencies of occurrence.

Following figure (3) shows percentages of the total influence of English to Turkish, with respect to topic. Research showed that university students communicating online use English mostly when they are writing about music, movies and series (2, 74%). English influence on Turkish, with respect to the Internet, computer and Tweeter is 2, 35 % and it is followed by the influence of English with respect to education with 1, 47 %. We can say that, although there is an influence of English through education and technology, the cultural influence through music and series is higher.

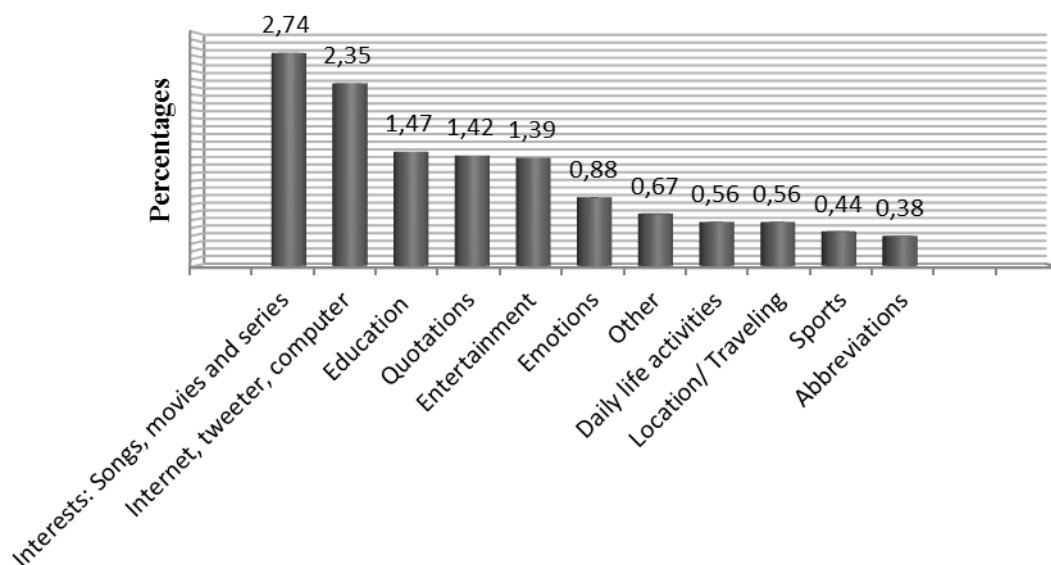


Figure 3: Influence of English to Turkish language with respect to content

It is possible to say that Turkish native speakers use English extensively while they are talking about their interests. These results have showed that Turkish people are exposed to English language, through mass media, more than the computer mediated communication and education. This supports the prestige hypothesis, which is the tendency in a society to culturally imitate other dominant groups that are socially more powerful. The reason why Turkish native students use English instead of Turkish on a social network can be to create a special language in their closed groups and try to distinguish themselves from the rest of the population.

5 Conclusion

The aim of this paper was to describe how Turkish native students borrow lexical items from English and code-switch between English and Turkish in a social networking website Twitter. In this study, messages posted on Twitter by native Turkish students were gathered for two months and analyzed. During the analysis four aspects were taken into account: spelling, lexical borrowing, code-switching and posts only in English.

This study has established that the phenomenon of lexical borrowing and CS of Turkish and English is a common feature in computer mediated communication (CMC) by university students. Findings showed that a significant percentage (13, 45%) of the posts were only in English or had English lexical items, especially high if we take into account that the posts were for Turkish speaking followers. One of the research

questions was whether Turkish speakers tend to use English extensively when communicating online. Based on the results, the answer to this question is that Turkish native university students do use English when communicating online.

Analysis of Turkish posts according to spelling showed that the participants omitted some vowels or consonants while communicating online. The results of this study provide support for the view of Temur and Vuruş's research (2009). A significant percentage of the Turkish posts were written without taking into consideration the phonetic characteristics of the Turkish language and disregarded orthographic rules. In the data, "w" was written instead of "v", and "q" instead of "k". Dotted characters like "ü, ö, i" were replaced with dotless characters "u, o, ı". Turkish characters "ğ, ş, ç" were substituted with English characters "g, s, c". In contrast with the findings of Temur and Vuruş's research (2009), English characters "sh" and "ch" weren't used instead of Turkish characters "ş" and "ç" and "i" was not substituted with "y". There were substitutions of "c" with "j", "v" with "f" and "ğ" with "q".

As to topic, the hypothesis of this paper, as stated in the introduction, was that most of the English words and phrases borrowed would refer to Twitter or Internet. This theory is verified when the borrowed single items are considered. Most of the single items borrowed were related to the website, Internet and computers (34%). These results are consistent with Matras' (2009) gap hypothesis; that the reason for lexical borrowing is the need for new terminology due to technological and cultural changes. Also the participants, who were university students studying in English borrowed lexical items (27%) from English while they were posting messages about education. There is a flow of lexical transfers from English into Turkish as a result of close contact between the two languages through education. Thirdly, a significant percentage (23%) of the single borrowed items were related to entertainment which can be a support for the prestige hypothesis that states that speakers get elements from the prestigious language, which is socially more powerful and dominant, to gain social status and approval. The study also shows that the English single items embedded into Turkish were mostly nouns (70, 8 %). It was found that other word classes (adjectives, verbs, adverbs) appeared in comparatively less frequency. Most of the borrowed single items were core borrowings. Although words had Turkish equivalents, English words were preferred. Cultural borrowings found in the data were only related to technology.

In the third part of the analysis, the results showed that code-switching is a common practice among Turkish university students communicating online. Posts were

categorized into seven groups: interests, Internet, tweeter and computer related changes, education, traveling, entertainment, and other. The research hypothesis, which was that most borrowed English words and phrases would refer to Twitter or Internet activity, was proved to be wrong within switched phrases. Most of the switched phrases were related to interests of the university students such as music, TV, and series (37, 6 %). When code switches were categorized according to their types, it was found that 30, 7 % of the code switches were inter-sentential, in which the participants switch between sentences. 69, 23 % of them were intra-sentential, that is, code switching in which participants switched from Turkish to English within the same sentence. The reason why the intra-sentential type is the most common is probably that most of the participants are fairly fluent in both languages; English and Turkish, and therefore code switching becomes a natural part of their conversation. (Romaine, 1989:113)

Turkish society is exposed to English language, US and European culture via TV programs, movies and the Internet which increases the tendency to borrow English words. English series such as *One Tree Hill*, *Entourage*, *How I Met Your Mother* etc. are popular among university students and when they talk about these series, they prefer writing only in English rather than in Turkish or borrow lexical items from English.

After this research new questions should be addressed: first, a replication of this study using a much larger testing pool may yield more significant differences in results with respect to content. In this paper, age and gender issues were not addressed, so further research can be done to find out whether the distribution of lexical borrowing and CS frequencies and topics would be the same. In addition, Turkish people's attitudes towards Turkish-English code-switching are also worth studying. Motivations for using English can be analyzed by directly asking participants or via questionnaires, and, finally, it would be interesting to examine to what extent Turkish people are conscious about their lexical borrowing and CS while communicating online.

To sum up, these findings support gap hypothesis, since the use of English is related to the Internet, computers and web pages, and also the prestige hypothesis, since it is clear that mass media and series are expanding the use of English expressions. Turkish people are exposed to the socio-cultural influence of English-speaking countries, especially the USA, through mass media and new technologies. Results show that this situation affects the use of English by Turkish people and plays an important role that results in lexical borrowing and code-switching in the Turkish language.

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