

Influencing language: Vlogging as a Translanguaging Phenomenon



Dr. Hülya MISIR

Middle East Technical University

Ankara, Turkey

DIScourse and CORpus REsearch Group at METU

Picture from
<https://www.webolizma.com/sosyal-medyada-aida-modeli/>





Vlog
(video + blog)

Vlogging

- Emblematic of YouTube's user-created content
- Self-mediated quasi-interaction (Boyd, 2008)
- Mass-mediated monologue performances (Dyner, 2014)
- Spontaneous and authentic speech
- Conversational form of expression
- Featuring a new type of addressee (imagined recipient)

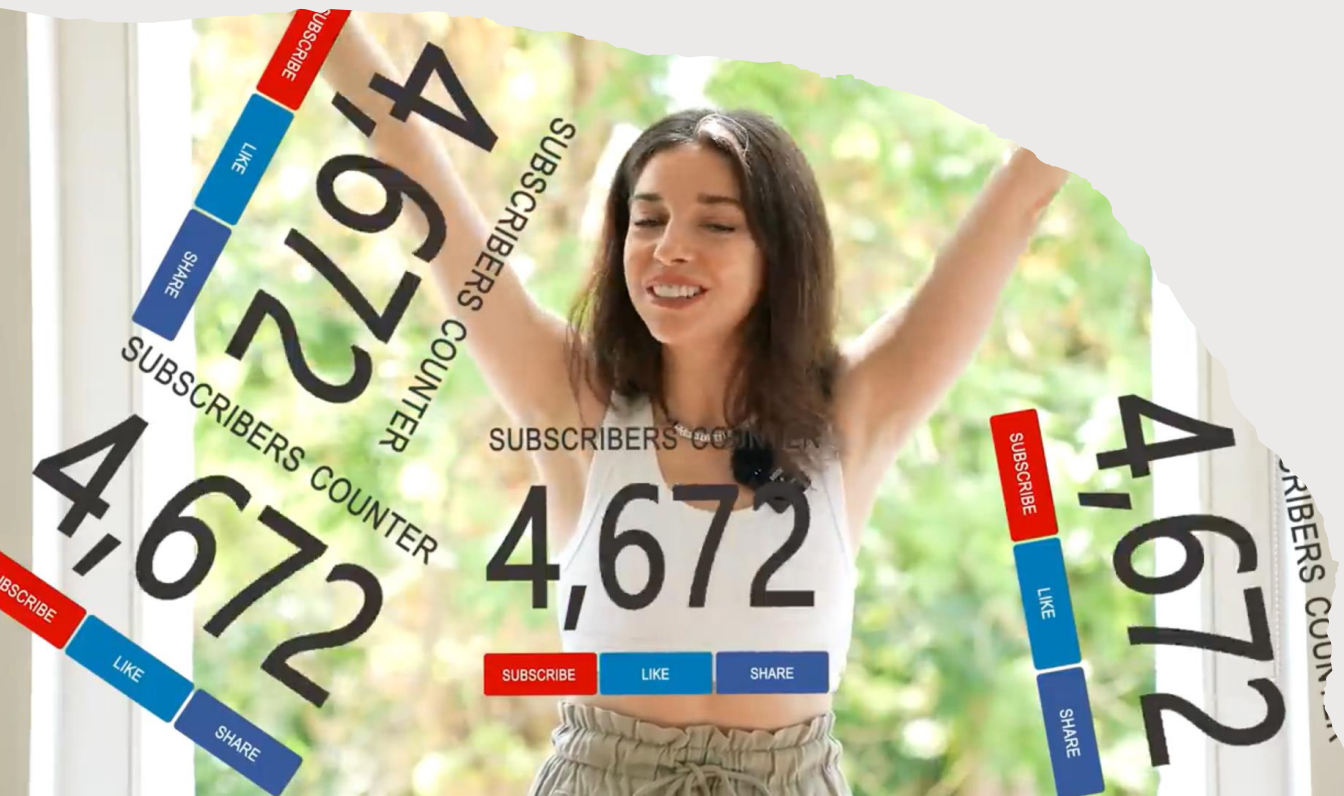


(Bhatia, 2018; Burgess & Green, 2009; Frobenius, 2014; Lange, 2019; Lee, 2021; Zappavigna, 2019)

Social Media Influencers

Social media influencers are people who build a large network of followers and are regarded as “trusted tastemakers in one or several niches”

(De Veirman et al., 2017, p. 798).



Translanguaging (Trawsieithu)

Cen Williams (1994)

(a Welsh educator and a language activist)

- Translanguaging is “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form **their repertoire as an integrated system**” (Canagarajah, 2011, p. 401).
- «Translanguaging is contextualized in the linguistic realities of the 21st century, especially the fluid and dynamic practices that **transcend** the boundaries between **named languages, language varieties, and language and other semiotic systems**» (Li, 2018, p. 9).
- «Named languages are social, not linguistic, objects» (Otheguy, Garcia, & Reid, 2015, p. 281).



Turkish National Corpus (<https://www.tnc.org.tr/>)

- spoken component 5%
- 1997-2012



Spoken Turkish Corpus (<https://std.metu.edu.tr/>)

- on-site recordings and METU Radio archive
- 2008-2010

The Corpus of Turkish Youth Language (COTY) by Esranur Efeoğlu Özcan (2022) at METU (<https://exmaralda.org/en/>)

- on-site recordings of young adults' informal speeches



Social Media Influencer Corpus (January, 2023)

- online communication of young(er) adults in vlogs

METHODOLOGY: SOCIAL MEDIA INFLUENCER CORPUS (SMIC)

ID (No of transcribed Vlogs)	Vlog footage (total)	Token count	Type count	Content
Duyguozaslan, DO (5)	120 mins 29 sec	19,056	4568	makeup & cosmetics, fashion, lifestyle
Elvinlevinler, EL (5)	113 mins 39 sec	18,179	4572	Lifestyle, travel, yoga
Danlabilic, DB (5)	130 mins 38 sec	22,834	4870	makeup & cosmetics, lifestyle
Kerimcandurmaz, KD (5)	124 mins 49 sec	17,549	3921	lifestyle, travel, music
Ezgifindik, EF (5)	140 mins 36 sec	22,851	5052	fashion, makeup
Merveozkaynak, MO (5)	127 mins 09 sec	20,459	4447	makeup & cosmetics, travel
Total (30)	757 mins 20 sec (12hs 37 mins)	120,928	17,781	



Select Metadata Source... C:/Users/USER/Desktop/Thesis Notes/Metadata CMDI/KD V1.cmdi

- ResourceName YouTube
- ResourceName Vlog
- ResourceTitle #KerimcanDurmaz #PesimdeStory Kerimcan Durmaz "Peşimde" Hikayesi"
- PublicationDate 25/03/2021
- Location TR
 - Country TR
 - CountryCoding TR
- ModalityInfo ModalityInfo
- Descriptions sit-down footage

Metadata

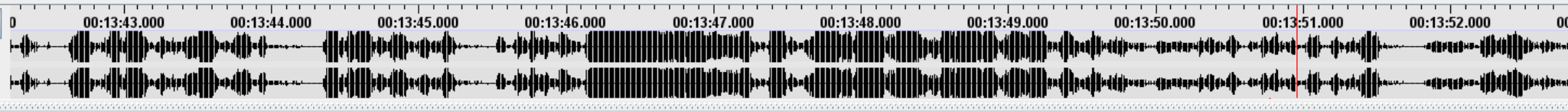
00:13:50.971 Selection: 00:00:00.000 - 00:00:00.000 0

⏮ ⏪ ⏩ ⏭ 🔍 ⏮ ⏪ ⏩ ⏭ ⏭ ⏭

⏮ ⏪ ⏩ ⏭ ⏭ ⏭

Selection Mode Loop Mode 🔊

YT_KD_V1.mp4 File ID



0	00:13:43.000	00:13:44.000	00:13:45.000	00:13:46.000	00:13:47.000	00:13:48.000	00:13:49.000	00:13:50.000	00:13:51.000	00:13:52.000	00:13:52.000
TEXT [231]	ay evet ya		evet		bunu soran oldu bu arada						
TT [1272]	ay	evet	ya	evet	bunu	soran	oldu	bu	arada		

Text

- TRT [50]
 - TRC [50]
 - SR [50]
 - CRR [50]
- VR [4]
- S1 [271]
 - S1 TT [1838]
 - S1 TRT [87]
 - S1 TRC [87]
 - S1 SR [82]
 - S1 CRR [83]

ad hoc annotation categories

no of tagged occurrences

segmentation

annotation of modes

annotation of TR instances

	yabancılar geliyor	what song is that	oh my god falan	biz böyle	bunu soran oldu	yabancı bir kadın geli	what song is that divo	honey it is not out yet																									
çıkıtığı	kadar	iki	av	çaldık	yabancılar	geliyor	what	song	is	that	oh	my	god	falan	biz	böyle	bunu	soran	oldu	yab	bir	kadı	geliy	wh	son	is	that	div	honey	it	is	not	out
	UTTER				UT				UTTERAN																								
	EN				EN				EN																								

- **Automatically generated metadata** (URL, date posted)
- **Semi-automatically generated metadata** (metrics of views, dis/likes)
- **Self-generated metadata** (channel name, caption)

Home Guides Reference Samples Support

Filter

- ▶ Channels
- ▶ ChannelSections
- ▶ Comments
- ▶ CommentThreads
- ▶ i18nLanguages
- ▶ i18nRegions
- ▶ Members
- ▶ MembershipsLevels
- ▶ PlaylistItems
- ▶ Playlists
- ▶ Search
- ▶ Subscriptions
- ▶ Thumbnails
- ▶ VideoAbuseReportReasons
- ▶ VideoCategories
- ▼ Videos
 - Overview
 - list
 - insert
 - update
 - rate

Properties

The following table defines the properties that appear in this resource:

Properties	
kind	string Identifies the API resource's type. The value will be youtube#videoG
etag	etag The Etag of this resource.
items[]	list A list of ratings that match the request criteria.
items[.].videoId	string The ID that YouTube uses to uniquely identify the video.
items[.].rating	string The rating that the authorized user gave to the video. Valid values for this property are: <ul style="list-style-type: none"> • dislike • like • none • unspecified

Auto-captioning?

Auto-generated subtitles

25:01 artık çok yorulduğum Ali domates **aldı** limon almadık **a** şu limonlar olay
olay

25:08 **asparagas Lara** bak **Ama** bu ne ya **Bu** nasıl **bilim o** arkadaşlar

25:16 kız **bir** şey değil mi **karaip korsanlarındaki Oh Kaptan** ahtapot

25:23 **Ya** bu nasıl **iman** Allah aşkına **eski Memories that garip garip garip**
sınav

25:31 **gör Vay** inanılmaz kokuyor Ali

25:36 inanamayacaksın oha **o** çiçek limon çiçeği macera aramayalım

25:44 kendimize alkollerde falan kullanıyorlarmış **üçe aşka** yani **çok aşık**

Researcher-generated transcription

25:01 <S1> artık çok yorulduğum Ali domates **aldık** limon almadık **aa** şu limonlar
olay olay <S2> **o ne**

25:08 <S1> **asparaguslara** bak _ bu ne ya **bu** nasıl **bir limon** arkadaşlar

25:16 kız **bu** şey değil mi **Karayip Korsanlar'ındaki o_ kaptan** ahtapot

25:23 _bu nasıl **limon** Allah aşkına **excuse me what is this <S3> fast-forwarded**
speech <S1> got it got it got it smells good

25:31 **yeah when they <XXX> <S1> wow** inanılmaz kokuyor Ali

25:36 inanamayacaksın oha _ çiçek limon çiçeği **biz yine** macera aramayalım

25:44 kendimize alkollerde falan kullanıyorlarmış **süs için aşko** yani **hani bir**
yani hani

“Export multiple files as” choosing “Tab-delimited text” **on ELAN**
turn the file into a **R Data Frame**

	Begin Time - ss.msec	End Time - ss.msec	TEXT	TRT	TRC	CRR	SR	File	File Path
	All	All	All	All	All	All	All	All	All
868	164.439	164.817	run two	PHRASE	EN	NA	NA	NA	YT_KD_V2.eaf
869	170.711	170.923	what is the language by the way	UTTERANCE	EN	NA	NA	NA	YT_KD_V2.eaf
870	172.24	172.640	you are so American	UTTERANCE	EN	NA	NA	NA	YT_KD_V2.eaf
871	174.112	174.514	pop tarts diye bir şey arkadaşlar	PHRASE	EN	OBJECT	CR	NA	YT_KD_V2.eaf
872	197.421	197.678	I like it	UTTERANCE	EN	NA	NA	NA	YT_KD_V2.eaf
873	210.721	211.243	on üzerinden yedi veriyorum ama not bad	TOKEN	EN	NA	NA	NA	YT_KD_V2.eaf
874	241.606	242.068	böyle blue berryli bir vitamin vardı	PHRASE	EN	NA	NA	NA	YT_KD_V2.eaf
875	277.188	277.574	şu an I am fucking starving	UTTERANCE	EN	NA	NA	NA	YT_KD_V2.eaf
876	278.789	279.353	like literally	PHRASE	EN	NA	NA	NA	YT_KD_V2.eaf
877	285.248	285.376	thank you	UTTERANCE	EN	NA	NA	NA	YT_KD_V2.eaf

Work **on ELAN** with multiple file processing (n-grams, freqs)

Annotation Statistics for Multiple Files

Tier Selection

- S2 CRR
- S2 SR
- S2 TRC
- S2 TRT
- S2 TT
- S3
- S3 TRC
- S3 TRT
- S3 TT

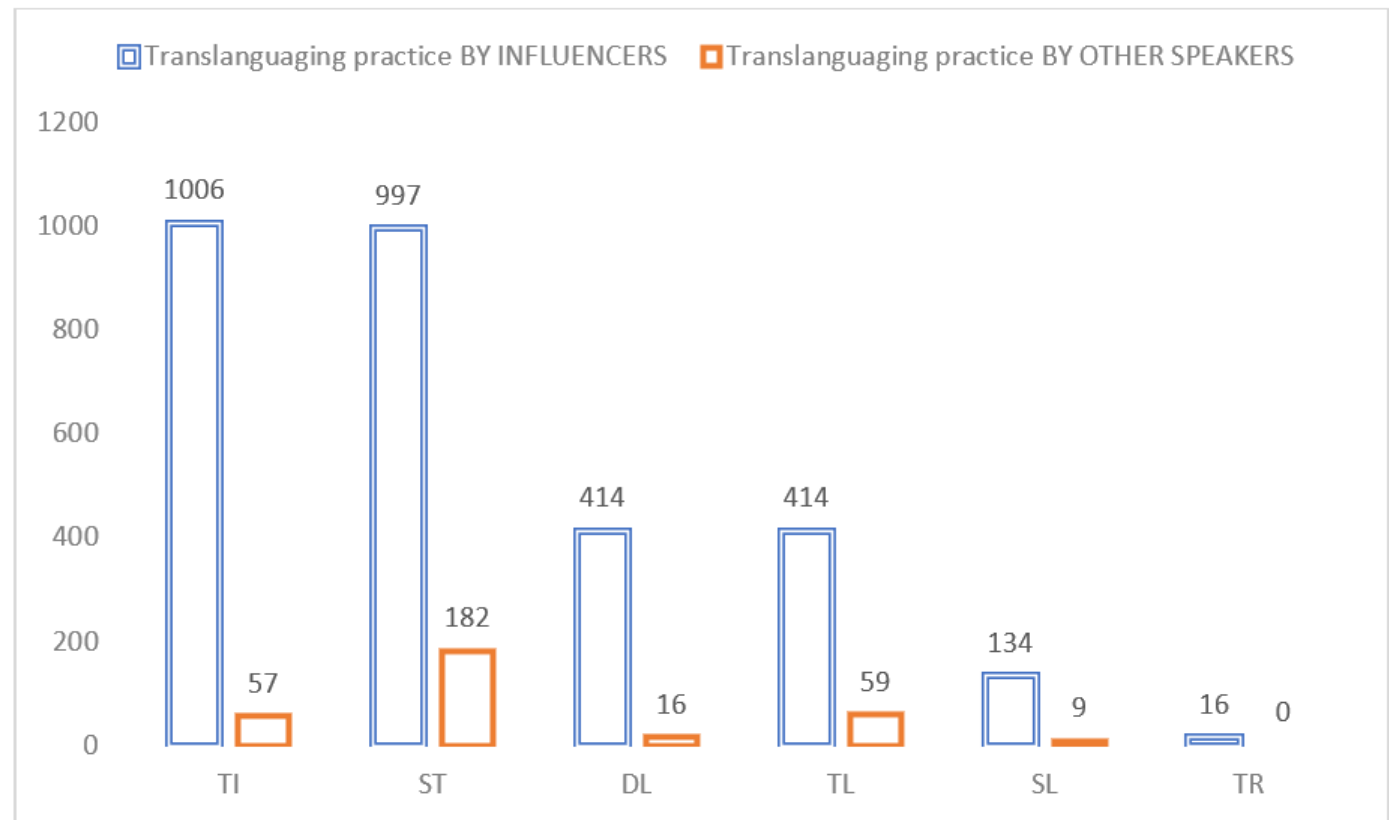
Buttons: Load domain..., Select Files..., Select All, Select None, Update Statistics

Annotations	Tiers	Tier Type	Participant	Annotator	Language	Occurren...	Minimal D...	Maximal ...	Average ...	Median D...	Total Anno..	Latency
S1 TRC						3	0.244	0.52	0.392	0.413	1.177	855.095
S1 TRC	BR					48	0.285	1.25	0.456	0.412	21.91	398.623
S1 TRC	D/N					1	0.784	0.784	0.784	0.784	0.784	581.801
S1 TRC	DL					13	0.218	0.676	0.446	0.469	5.798	41.336
S1 TRC	EN					146	0.121	1.348	0.466	0.407	68.07	14.785
S1 TRC	NW					2	0.239	0.473	0.356	0.356	0.712	379.49
S1 TRC	PN					52	0.22	1.4	0.526	0.449	27.356	215.965
S1 TRC	RT					6	0.457	0.777	0.669	0.695	4.016	216.658

The raw frequencies of translinguaging instances by tag and speaker in the corpus

16,7%

of the total speech is translinguaging examples



TI= translingual insertion, ST= spontaneous translinguaging, DL= digital lexis, TL= phonetic transliteration, SL=slang, TR=translation resource

19,691 segmented utterances, 3,304 tagged instances

Examples of Translanguaging

Line 1 baksanıza

look

Line 2 red velvet cupcake

red velvet cupcake

Line 3 chocolate

chocolate

Line 4 butter cream**li**

with buttercream

Line 5 farklı farklı carrot cake**ler**

various carrot cakes

Line 6 banana**lar**

bananas

Context: Pilates routine

Loop bantlarımızı kullanıyoruz, bosu *ball*larımızı kullanıyoruz.

We use our loop bands, and we use our bosu balls.

Idiolect & Idiosyncratic Expressions

1	tiksinerek iğrençti bu arada hah hah	like	literally	Ecem be bir de şu aynayı
2	musun yarın açıyoruz bu arada hani	like	literally	ya ayh ay baba kayıyor yerler
3	de yani bitebilir mi artık <incomprehensible>	like	literally	literally crash o zaman bir dondurmaya
4	it is really hard for me	like	literally	ya ay inanılmaz aa ah ay
5	zamanda buna kaç veriyorum on üzerinden iki	literally		aa ee yeşil çay çayı sıcak
6	o yüzden allah iğrenç insanların sahte insanların	literally		belasını versin gerçekten hani gerçekten nefret
7	anladım hah hah iyi şanslar it is	literally		so small aa keskin bir çikolatası
8	I love your hair though or whatever	literally		bu arada insanlar bizi reddedecek hah
9	güneşinin kime vurduğuna bak güzele e yani	literally		by the way akşam güneşi vuruyor
10	arada beni ara FaceTime kusacağım alışveriş yapmaktan	literally		yani a aa bunlar ne ya

Rank	Digital lexis	Gloss	Token (Rf)	Type
1	link	hyperlink	142	37
2	story	short video post	48	14
3	vlog	video blog	31	13
4	influencer	social media influencer	30	11
5	fav	favorite	17	7
6	like	to like a post	13	4
7	affiliate	affiliate link	11	1
8	reel	reel (short video on Instagram)	10	6
9	YouTuber	YouTuber	9	4
10	kod	coupon code	8	3
11	DM	direct message	7	5
12	emoji	emoji	7	3
13	mail	e-mail	7	2
14	post	shared content	6	6
15	bot	robot (Internet bot)	6	2

Slang

Term (*) (Frequency)	Gloss
lubunya (26), lubuş (1), lubtiri (1), lub (1)	Lub. gay, queer, fairy Lub. variants of lubunya
aşkım (29), aşko (3)	(my) love
madi* (26)	Lub. bad, messed-up, bullshit
güllüm* (12)	Lub. fun, a fun gathering
fuck (12)	Fuck!
prim* (6)	to make a splash
zart* zurt* (5)	bluster
gacı* (4)	Lub. woman
hoşt (4)	whoa!
laço* (3)	Lub. good-looking/muscular top

Conclusions

- Representing young adults' speech online
- Identifying challenges of building social media corpora & machine-readability
- Exploring the linguistic resources of contemporary speech context
- Challenging language purism and «language pollution» perspectives



Dr. Hülya MISIR

Middle East Technical University, Turkey

hulyamsr@gmail.com

@hulya_misir

References

- Baynham, M., & Lee, T. K. (2019). Translation and translanguaging. Routledge.
- Boyd, M. S. (2008). (New) Political genres for the masses? YouTube in the 2008 US presidential campaign. In G. Caliendo, V. Polese, & S. Sarangi (Eds.), *Genres on the move: hybridization and discourse change in specialized communication* (pp. 27-44.) Edizioni Scientifiche Italiane
- Bhatia, A. (2018). Interdiscursive performance in digital professions: The case of YouTube tutorials. *Journal of Pragmatics*, 124, 106–120. <https://doi.org/10.1016/j.pragma.2017.11.001>
- Burgess, J., & Green, J. (2009). *YouTube: Online video and participatory culture*. Polity Press.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied linguistics review*, 2(1), 1-28.
- Dynel, M. (2014). Participation framework underlying YouTube interaction. *Journal of Pragmatics*, 73, 37–52. <https://doi.org/10.1016/j.pragma.2014.04.001>
- De Veirman, M., Cauberghe, V., & Hudders, L. (2017). Marketing through Instagram influencers: the impact of number of followers and product divergence on brand attitude. *International journal of advertising*, 36(5), 798-828. <https://doi.org/10.1080/02650487.2017.1348035>

References

- Efeoğlu Özcan, E. (2022). The Corpus of Turkish Youth Language (COTY): The compilation and interactional dynamics of a spoken corpus. [Doctoral dissertation, Middle East Technical University]. Open METU.
https://open.metu.edu.tr/bitstream/handle/11511/99431/EfeogluOzcan_2022.pdf
- Frobenius, M. (2014). Audience design in monologues: How vloggers involve their viewers. *Journal of Pragmatics*, 72, 59–72. <https://doi.org/10.1016/j.pragma.2014.02.008>
- Kontovas, N. (2012). Lubunca: The historical development of Istanbul's queer slang and a social-functional approach to diachronic processes in language (Doctoral dissertation, Indiana University).
- Kostadinova, V. (2018). Attitudes to usage vs. actual language use: The case of literally in American English: American English speakers know how and wh210 they use literally. *English Today*, 34(4), 29-38. <https://doi.org/10.1017/S0266078418000366>
- Lange, P. G. (2019). Thanks for watching: An anthropological study of video sharing on YouTube. University Press of Colorado.
<http://library.oapen.org/handle/20.500.12657/22465>

References

- Lee, S. (2021). Translating YouTube vlogs for a global audience: Innovative subtitling and community-building. *International Journal of Cultural Studies*, 24(5), 767-790. <https://doi.org/10.1177/1367877920979717>
- Li, W. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, 39(1), 9-30. <https://doi.org/10.1093/applin/amx039>
- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281-307. <https://doi.org/10.1515/applirev-2015-0014>
- Williams, C. (1994). An evaluation of teaching and learning methods in the context of bilingual secondary education/ Arfarniad o ddulliau dysgu ac addysgu yn221 nghyd-destun addysg uwchradd ddwyieithog (uk.bl.ethos.385775) [Doctoral dissertation, University of Wales, Bangor]. EThOS.
- Zappavigna, M. (2019). The Organised Self and Lifestyle Minimalism: Multimodal Deixis and Point of View in Decluttering Vlogs on YouTube. *Multimodal Communication*, 8(1), 1-14. <https://doi.org/10.1515/mc-2019-0001>