A STUDY OF LEETSPEAK
AMONG YOUNG HISPANIC AMERICANS
IN MOCOSPACE MOBILE SOCIAL NETWORK

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By

Leo Bayu Kusuma

Student Number: 081214111

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2014
A STUDY OF LEETSPEAK AMONG YOUNG HISPANIC AMERICANS IN MOCOSPACE MOBILE SOCIAL NETWORK

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Leo Bayu Kusuma
Student Number: 081214111

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2014

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
A Sarjana Pendidikan Thesis on

A STUDY OF LEETSPEAK AMONG YOUNG HISPANIC AMERICANS IN MOCOSPACE MOBILE SOCIAL NETWORK

By
Leo Bayu Kusuma
Student Number: 081214111

Approved by

Advisor

Carla Sih Prabandari, S.Pd., M.Hum. Date 20 May 2014
A Sarjana Pendidikan Thesis on

A STUDY OF LEETSPEAK AMONG YOUNG HISPANIC AMERICANS
IN MOCOSPACE MOBILE SOCIAL NETWORK

By
Leo Bayu Kusuma
Student Number: 081214111

Defended before the Board of Examiners
on 11 June 2014
and Declared Acceptable

Board of Examiners

Chairperson : Paulus Kuswandono, Ph.D.

Secretary : Drs. Barli Bram, M.Ed., Ph.D.

Member : Carla Sih Prabandari, S.Pd., M.Hum.

Member : Drs. Concilianus Laos Mbato, M.A., Ed. D.

Member : Drs. E. Sunarto, M. Hum.

Yogyakarta, 11 June 2014
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Rohandi, Ph.D.

iii
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 June 2014

The Writer

Leo Bayu Kusuma
081214111

PERPUSTAKAAN
UNIVERSITAS
DHARMA YOGYAKARTA

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertandatangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Leo Bayu Kusuma
Nomor Mahasiswa : 081214111

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

A Study of Leetspeak among Young Hispanic Americans in MocoSpace Mobile Social Network

beserta alat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, menggali, dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 22 Mei 2014

Yang menyatakan

Leo Bayu Kusuma
ABSTRACT


The rapid development of internet worldwide has brought impact to the emergence of social networking sites, including Facebook, Twitter, Myspace, etc. There is also a small social networking site called MocoSpace, which targets the mobile users. Some users of MocoSpace mobile network are literate in newly-popularised internet language called Leetspeak, which is actually a secret-code language used mostly by hackers worldwide. In Indonesia, Leetspeak also exists and is known as Bahasa Alay, which has developed since 2007. In the United States, this phenomenon coexists with the influence of Hispanic population in the United States, who are also found among the users of the mobile network. This study focused on the use of Leetspeak among young Hispanic Americans and the influence of Hispanic background to the language in MocoSpace mobile network.

This study discussed three main problems. The first one was how young Hispanic Americans in MocoSpace mobile network use Leetspeak. The second one was the characteristics of Leetspeak used by young Hispanic American users. The third one was the influence of Spanish to the Leetspeak used by young Hispanic American users. The researcher functioned as the primary agent to collect the data by creating an account in the mobile network. Document instruments in this study were contents on the users’ profile pages.

This research was mixed-methods. To answer the first problem, the data compiled from 200 profile pages of the Hispanic users were sorted out and classified according to the presence of Leetspeak. After that, the sorted data were analysed and categorised according to Jakobson’s six functions of language, i.e. referential, expressive, conative, poetic, phatic, and metalingual. To answer the second problem, the data were examined in order to find its characteristic, which includes the orthography and morphology of Leetspeak. To answer the third problem, the data were again sorted out according to the presence of Leetspeak-English and Leetspeak-English-Spanish code-switching.

From the study, three conclusions can be drawn. First, Leetspeak contained the six functions of language described by Jakobson. Although the nature of Leetspeak functioned as multilingual, it was mutually intelligible among the users, and mostly functioned as referential. Second, Leetspeak had unique orthography based on similar-looking characters and morphology that was different from the base language. Third, even though the users were mostly Hispanic descendants, Spanish brought minor influence to the use of Leetspeak in form of code-switching.

Keywords: Language Variation, Morphology, Leetspeak, Internet language, Code-switching, Hispanic, Social Networking, MocoSpace.
ABSTRAK


ACKNOWLEDGEMENTS

The completion of this thesis has been made possible by the support and courage of The Almighty, my advisor, lecturers, family, and friends. Firstly, I would like to send my genuine gratitude to my advisor, Carla Sih Prabandari, S.Pd., M.Hum. for her guidance, constructive feedback, helpful suggestions, encouragement, and support in my difficult time. I would also like to thank my lecturers at Sanata Dharma University whose teachings have enriched my knowledge and thus have facilitated me to complete this study.

My most genuine gratitude also goes to my parents, Leo Unda Krismowo, S.Pd, and Lusia Endang Yulita Sakti for their great love, attention, and financial support. I would also like to thank my sister Christina Anggita for her encouragement and support.

Finally, I deliver my best thanks to my girlfriend, my friends of English Language Study Programme, my workmates at Realia Language and Culture Center, my travel mates, and all of my friends anywhere.

Leo Bayu Kusuma
TABLE OF CONTENTS

Page

TITLE PAGE ................................................................. i
PAGE OF APPROVAL ....................................................... ii
PAGE OF ACCEPTANCE .................................................... iii
STATEMENT OF WORK’S ORIGINALITY ................................ iv
PERNYATAAN PERSETUJUAN PUBLIKASI ................................ v
ABSTRACT ........................................................................ vi
ABSTRAK .......................................................................... vii
ACKNOWLEDGEMENTS ...................................................... viii
TABLE OF CONTENTS ....................................................... ix
LIST OF TABLES ................................................................... x
LIST OF FIGURES ............................................................ xi
LIST OF APPENDICES ....................................................... xii
LIST OF ABBREVIATIONS .................................................. xiii

CHAPTER 1 INTRODUCTION .................................................. 1
1.1. Research Background .................................................. 1
1.2. Research Problems .................................................... 8
1.3. Problem Limitation .................................................... 8
1.4. Research Objectives ................................................... 8
1.5. Research Benefits ..................................................... 9
1.6. Definition of Terms .................................................... 9

CHAPTER 2 REVIEW OF RELATED LITERATURE .................. 12
2.1. Theoretical Description .............................................. 12
2.1.1. Word Formation .................................................. 12
2.1.2. Functions of Language .......................................... 15
2.1.3. Language Policy in the United States ...................... 17
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4. Code-Switching</td>
<td>18</td>
</tr>
<tr>
<td>2.1.5. Internet Linguistics</td>
<td>20</td>
</tr>
<tr>
<td>2.2. Theoretical Framework</td>
<td>25</td>
</tr>
<tr>
<td>CHAPTER 3 METHODOLOGY</td>
<td>27</td>
</tr>
<tr>
<td>3.1. Research Method</td>
<td>27</td>
</tr>
<tr>
<td>3.2. Research Setting</td>
<td>28</td>
</tr>
<tr>
<td>3.3. Research Subjects</td>
<td>28</td>
</tr>
<tr>
<td>3.4. Instruments</td>
<td>30</td>
</tr>
<tr>
<td>3.5. Research Procedure</td>
<td>31</td>
</tr>
<tr>
<td>CHAPTER 4 RESEARCH FINDINGS AND DISCUSSIONS</td>
<td>40</td>
</tr>
<tr>
<td>4.1. The Use of Leetspeak among Young Hispanic Americans in MocoSpace Mobile Network</td>
<td>42</td>
</tr>
<tr>
<td>4.2. Characteristics of Leetspeak Used by Young Hispanic Americans in MocoSpace Mobile Network</td>
<td>51</td>
</tr>
<tr>
<td>4.3. The Influence of Spanish in Leetspeak</td>
<td>65</td>
</tr>
<tr>
<td>CHAPTER 5 CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS</td>
<td>74</td>
</tr>
<tr>
<td>5.1. Conclusions</td>
<td>74</td>
</tr>
<tr>
<td>5.2. Recommendations</td>
<td>75</td>
</tr>
<tr>
<td>5.3. Implications</td>
<td>76</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>78</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>81</td>
</tr>
</tbody>
</table>
LIST OF TABLES

3.1. Checklist of Function of Language and Code-Switching .............................. 34
3.2. Table of distribution of the selected users .................................................. 37
3.3. Table of the functions of Leetspeak .......................................................... 37
3.4. Table of Leetspeak writing system ............................................................ 38
3.5. Table of the languages used in writing Leetspeak ...................................... 39
4.1. Distribution of the selected users according to the state where they resided .. 41
4.2. Hispanic population percentage of the states where selected users resided .... 42
4.3. Functions of Leetspeak Used by Young Hispanic Americans in MocoSpace 43
4.4. Greetings in Leetspeak .................................................................................. 48
4.5. Summary of Leetspeak Writing System ....................................................... 51
4.6. Numbers used in Leetspeak to replace letters ........................................... 53
4.7. ASCII characters in Leetspeak ................................................................. 55
4.8. Specific terminology found in Leetspeak .................................................... 61
4.9. Language used in writing Leetspeak ........................................................... 68
LIST OF FIGURES

2.1. Latinate letters in Leetspeak ................................................................. 24
3.1. Venn Diagram showing the Code-Switching of English, Spanish and
    Leetspeak ............................................................................................... 29
3.2. *Find friends* tool of MocoSpace ........................................................ 32
3.3. MocoSpace profile page ....................................................................... 33
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCII</td>
<td>American Standard Code for Information Interchange</td>
</tr>
<tr>
<td>E</td>
<td>Standard English only</td>
</tr>
<tr>
<td>EL</td>
<td>Standard English and Leetspeak code-switching</td>
</tr>
<tr>
<td>ESL</td>
<td>Standard English, Standard Spanish, and Leetspeak code-switching</td>
</tr>
<tr>
<td>ID</td>
<td>Identity</td>
</tr>
<tr>
<td>Le</td>
<td>Leetspeak with English as the base language</td>
</tr>
<tr>
<td>Les</td>
<td>Leetspeak with English-Spanish code-switching as the base language</td>
</tr>
<tr>
<td>Ls</td>
<td>Leetspeak with Spanish as the base language</td>
</tr>
<tr>
<td>Lx</td>
<td>Leetspeak only</td>
</tr>
<tr>
<td>MCIT</td>
<td>Ministry of Communication and Information Technology of Republic of Indonesia</td>
</tr>
<tr>
<td>S</td>
<td>Standard Spanish only</td>
</tr>
<tr>
<td>SL</td>
<td>Standard Spanish and Leetspeak code-switching</td>
</tr>
<tr>
<td>SNS</td>
<td>Social networking sites</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

This chapter is an introductory part of the thesis. It provides the readers with the research background, problems formulation, problems limitation, research objectives, research benefits, and definition of terms. Research background will mainly discuss the reason of the researcher chooses the topic. Problems formulation focuses on the problems formulated and discussed through the study. Problems limitation will limit the scope of the discussion of the study. Research objectives describe the purposes of the study. Research benefits give the readers information on the benefits of the conducted study to future researchers and the readers. Finally, the definition of terms will give the readers information of the related terms discussed through the study.

1.1. Research Background

In this part, the researcher would like to give the background why the study is conducted. This part includes the development of communication, mobile network and MocoSpace mobile network, demography of the United States and Hispanics in the United States, and finally language used in the internet.

1.1.1. Development of Communication

Technology has been developing rapidly nowadays. This rapid development has affected many aspects in life. Innovation after innovation has resulted from the development of technology has improved the society and the way of life. As a part of technology, and mostly associated with sophisticated and
advanced technology, computer has played role in advancing the way of life of the society. Computer, which has been developed in the middle of the 20\textsuperscript{th} century, has led to the advancement of humans’ lives in many aspects, including education, communication, etc. As an expansion of the development of computer, the Internet has developed in such a sophisticated way that we barely draw how 30\% of the world’s population, which is about two billions, are connected in one network named internetwork, or popularly the Internet (World Internet Usage Statistics, 2011).

1.1.1.1. Social Networking Sites (SNS)

As the Internet develops, it causes significant changes to the way how people communicate. Telecommunication, which is a technology that makes communication among people in such a huge distance closer without the presence of a messenger (Huurdeman, 2003), has now developed rapidly. The Internet, which is the latest telecommunication media succeeding telegraph, telephone, radio, and television, has created a way where people with the same interest, as in the real life, can move their social life into the virtual one. This is what is called social networking sites (SNS) where people would connect to a site, or service, providing them features to get connected with people virtually under certain system administered by the site (Boyd & Ellison, 2007). There are many social networking sites found in the Internet. Some SNSs are aimed at certain people, some have broader market.

With more than one billion users, currently Facebook is the most widely-used social networking site in the world (CNET, 2012). The SNS that is founded
in 2004 by Mark Zuckerberg offers the registered users a personal page for them to share their feelings, activities, photos, etc. This has created an on-line community around the world. The purposes of the users creating Facebook also vary, i.e. social networking, sales, political campaign, etc. Facebook has also gone mobile, in which the users can still access their accounts even though they are not in touch with their personal computer. Other SNSs, such as Myspace, Friendster, and MocoSpace, have also played a role in creating an on-line community.

In Indonesia, internet has also played significant rule on the development of communication and at the same time it has been rapidly growing. According to the Indonesian Ministry of Communication and Information Technology (MCIT) (2013), the internet users in Indonesia has reached 63 million users, which is slightly more than a quarter of the total Indonesian population. It is also reported that 95% of the users utilised internet to access social networking sites. Indonesia is also included in the top-five users of Facebook and Twitter, which is placed fourth and fifth worldwide respectively.

1.1.1.2. Mobile Internet

Technology of communication has tried to combine previously existed technologies into one in order to maximise their usefulness. Television combines previously muted flicks into ones with sounds. The same thing happens to telephone. Telephone in Bell’s era was much simpler in features, but was incompact in terms of physical appearance. However, now telephone has become mobile, hence it is called mobile phone, or cellular phone, which is featured with so many things in a compact size that people can bring it along easily.
After succeeding the commercialisation of the Internet in the personal computer world in the 1990s, the Internet has started to play in the mobile area as telephones are getting more and more advanced. The attempt of a Finnish telecommunication corporation Nokia to launch a mobile phone that was able to connect to the Internet has caused telecommunication providers, such as NTT DoCoMo from Japan, to endorse the development of full mobile internet (NTT Docomo, 2012). Along with the development of mobile internet, companies seek ways to get involved in the technology. Social networking sites have also gone mobile. MocoSpace is an example of SNS that aims on mobile users, yet can be accessed through personal computer as well.

Being one of the top-five users of Facebook and Twitter worldwide, mobile internet in Indonesia has also played significant role. According to Webershandwick, a communication provider, which was cited by the Indonesian MCIT (2013), there were 55 million Facebook users in Indonesia who actively accessed their accounts by utilising mobile devices per month, and there were 28 million users who actively accessed it on a daily basis.

1.1.2. MocoSpace Mobile Social Network

As a social networking site, Mocospace provides a ‘space’ for the Internet users to connect through the Internet, either by mobile phone or personal computer. There are some features offered by the website for the users of Mocospace including photo and video sharing, instant messaging, and games that can be accessed both by personal computer or mobile phone, either by mobile internet browser or downloadable application from Apple’s AppStore or
Android’s Playstore. The JNJ Mobile, Inc., the share owner of Mocospace, stated in their website that the aim of the creation of Mocospace is “to be the best place to find friends, play games and stay connected on your mobile phone”. The founders of Mocospace, Justin Siegel and Jamie Hall, saw that the young generation are now mobile and they still need to connect with their friends. Thus, they found that the three emerging trends, which include the mobile web, social networking and mobile advertising, as their reason to start with Mocospace. Founded in 2005, Mocospace has now accommodated over 20 million registered users around the world (JNJ Mobile, 2011). MocoNews reported that most of the registered users reside in the United States, and classified as young people.

MocoSpace lists nine ethnicities for the users to choose: African American (black), Asian, Caucasian (white), East Indian, Latino/Hispanic, Middle Eastern, Native American, Pacific Islander, and other races not listed above. According to MocoSpace, 31% of 40,000 gamers chosen as respondents by MocoSpace are Hispanic. It means that the Hispanic users of MocoSpace is significant that JNJ Mobile, Inc. launched MocoSpace Latino in 2009 (JNJ Mobile, 2009) as an answer of the increasing numbers of Hispanic users who speak Spanish.

MocoSpace is not a popular mobile social network in Indonesia. However, there are several users who admit that they reside in Indonesia.

1.1.3. Demography of the United States and Hispanics in the United States

The United States is one of the nations in the world with high diversity of ethnic groups, with complexity of racial make-ups. According to the United States Census Bureau, this nation is settled by more than 300 million people spread out
in all of its 50 states, District of Columbia, Puerto Rico, and other dependent territories. The government classify the ethnicities into seven ethnic groups, American Indian and Alaska Native, Asian, Black or African American, Native Hawaiian and Pacific Islanders, White, Some Other Race, and Two or more races (United States Census Bureau, 2010). However, Latino or Hispanic is not categorised as a race by the government. Therefore, the term Hispanic or Latino can be applied to the ethnic groups mentioned above.

The history of Hispanic Americans began with the Mexican-American War in the 19th century with the victory of the United States. This has resulted large part of Mexico with significant Mexican population seized by the United States (Bergad & Klein, 2010). The migration of Hispanics population has continuously increased since then, constitutes 16% of the national population. Previously, Hispanic Americans were concentrated in the southwestern states, Florida, and New York, now every state has significant number of Hispanic population.

1.1.4. Internet Language and Leetspeak

The development of the Internet has influenced how the users use the language. Crystal (2006) coins a term for internet language, Netspeak. Netspeak itself covers any languages spoken in the Internet. The Internet users would likely to have different ways to use their language in the Internet. Languages and styles used in e-mail might be different compared to those used in instant messaging, and so are those used in chat groups or blogs. The hackers, for instance, use codes or characters replacing the conventional roman alphabets in order to hide the
meaning conveyed behind certain word or sentences, which is called Leetspeak (Ferrante & Ferrante, 2008).

While it is known as Leetspeak worldwide, there are various names to refer to internet slangs similar to Leetspeak, including Bahasa Alay in Indonesia. According to an article in The Jakarta Post (2009), this language emerged in Indonesia around 2007 along with the development of social networking site. While there is no convention in Indonesian society whether this language is acceptable or not, the language has also developed rapidly.

Leetspeak and its regional variations show distinct morphological features compared to usual writing system as it does not obey any writing rule system. Although this Leetspeak is primarily used by hackers, some of the users of MocoSpace would use leetspeak in writing what they want to put on their profile. MocoSpace users who use Leetspeak as their Netspeak would employ alphabets, numbers, and any other writing symbols to form morphologically distinctive words. Hispanics who speak Spanish would also write Leetspeak in Spanish, or mix both English and Spanish.

The researcher previously owned an account on MocoSpace mobile network in which he could communicate to other MocoSpace users who resided in the United States. The researcher observed that several users would employ Leetspeak in writing their profiles, comments, and/or instant messaging. The researcher also found out that some users who classified themselves as Hispanic/Latino would use Spanish in their English. The combination of Leetspeak use and English-Spanish codeswitching were common during the time
of the researcher interacted in that SNS. The researcher saw that Leetspeak is a new phenomenon in language variation. Therefore, from the rationales above, the writer conducted a research to investigate how Hispanics users of MocoSpace made up words in the form of leetspeak from what they wrote in their profiles.

1.2. Research Problems

Based on the background explained, the writer would like to formulate the problems to discuss in this research, i.e.:

1. How do young Hispanic Americans use Leetspeak in MocoSpace?
2. What are the characteristics of Leetspeak used by young Hispanic Americans in MocoSpace?
3. How does Spanish influence the Leetspeak used by young Hispanic Americans in MocoSpace?

1.3. Problem Limitation

The writer would like to limit this research from certain aspects of linguistics, which includes the morphology and syntax of Leetspeak, and also the social aspects of language used by young Hispanic Americans. The writer also limits the study in MocoSpace mobile network only.

1.4. Research Objectives

The aim of this research is to answer three problem formulations proposed in this research. Therefore the objectives of this study are:
1. To find out how young Hispanic Americans use Leetspeak in MocoSpace.
2. To find out the characteristics of Leetspeak used by young Hispanic Americans in MocoSpace.
3. To see how Spanish influences the Leetspeak used by young Hispanic Americans in MocoSpace.

1.5. Research Benefits

The researcher expects that the study conducted would not only be a thesis report but also be beneficial for future researchers and linguistics students. Hopefully, this study would not end up here. Instead, the study would be a basic reference to conduct further researches.

It is expected that this study would be useful for future researchers who are going to study the Internet language in the relation of Hispanic Americans. This study is only a part of study about language variation among Hispanic population of the United States. Leetspeak is also only a part of Netspeak, which would have more areas to study. This study can be a reference to those conducting research in the same field. For linguistic students, the researcher hopes that this study would be beneficial in obtaining more references in language variation as this study provides linguistic students with examples of newly-formed English used in the Internet among Hispanic population of the United States.

1.6. Definition of Terms

There are some terms used in this study. To help avoiding any misunderstanding, the writer provides the definition of those terms as follows
1.6.1. Leetspeak

Leetspeak, or Leet, is “a text-based communication method primarily used on the Internet which uses combinations of ASCII characters to replace traditional western style Latin letters” (Sampat as cited in McQuade, et al., 2009). Leetspeak is mainly used by hackers as a code among them so that leetspeak illiterate would not convey the meaning of words hidden in leetspeak. This Leetspeak is also applied in MocoSpace by several users. The example of Leetspeak is “l33t” for leet. Sampat described that Leetspeak comes from the word leet, which is the shortened form of eleet. Eleet itself comes from the word elite, which refers to the elite computer users (Ferrante & Ferrante, 2008). Leetspeak itself is becoming more popular among young people to hide the meaning of what they are writing from the Leetspeak illiterate (Zelkowitz, 2008).

1.6.2. Young Hispanic Americans

In the United States, the term Hispanic does not belong to a racial group grouped as Hispanic. In fact the term Hispanic refers to several ethnic groups listed in the United States Census Bureau (Bergad & Klein, 2010). Rodriguez (1997) stated that Hispanic is an ethnic category, in which any racial groups acknowledged by the government can be included in the category; hence, there would be Black Hispanic, White Hispanic, etc.

As this paper would mainly discuss about the use of leetspeak among young Hispanic Americans in MocoSpace, the writer would like to define young Hispanic Americans are MocoSpace registered users aged from 15-25 years old.
who claim themselves as Hispanic by stating their ethnicity as Latino/Hispanic in their profile.

1.6.3. Mobile Social Network

Mobile social network is a social networking site (SNS) that is based on mobile phone (Mansfield, 2012). Mobile social network connects people virtually through internet, and can be accessed from a mobile phone that supports internet connection.

1.6.4. MocoSpace

MocoSpace is a mobile social network launched in 2005 by co-founders Jamie Hall and Justin Siegel with the website www.mocospace.com. MocoSpace is an example of social networking site that can be accessed by personal computers (PC) or mobile phones supporting internet connection either by mobile internet browser or downloadable application from AppStore or Playstore.
CHAPTER 2
REVIEW OF RELATED LITERATURE

This chapter consists of two main sections: theoretical description and theoretical framework. Theoretical framework focuses on the theories applied in the research, which include theory of language change, theory of language choice, theory of code-switching, and theory of internet language – which focuses on Leetspeak. Theoretical framework focuses on the summary of the theories that becomes the basis for relating the theories with the study.

2.1. Theoretical Description

In this part of the study, the researcher would like to discuss the related theories which include theory of language change, theory of language choice, theory of code-switching, and theory of internet language – which focuses on Leetspeak.

2.1.1. Word Formation

Word can be formed by morphological phenomena which could change the meaning of a word. Fromkin, Rodman, and Hyams (2003) mention some types of word coinage such as compounds, acronyms, backformations, abbreviations, word from names, and blends. These words can be obtained from derivational processes purposely.
2.1.1.1. Derivation

Affixation, a process of adding affixes, results in the formation of new words with different category compared to the base (O’Grady, et al. 2010), which is common in English. A word that is derived would be stored in dictionary as a lexicon item. Affixes are the nuclei of derivation, as affixes change either the meaning or speech category of each base to be derived. There are some affixes in both English and Spanish that would make up words. O’Grady, et al. (2010) also state that words can be derived without adding affixes, or without showing any changes, which is called zero derivation or conversion, as a word’s category is converted into another one without any changes.

2.1.1.2. Inflection

Inflection is a process of attaching affixes to the base (O’Grady, et al., 2010). This process, unlike derivation, will not derive the category of the inflected words.

2.1.1.3. Compounding

Compounding is a process of combining two or more words to form another new word (Fromkin, et al. 2003). The newly-formed word can be formed from different figures of speech, i.e. adjective, noun, or verb, for example bittersweet, poorhouse, whitewash, headstrong, homework, spoonfeed, pickpocket, and sleepwalk.

According to O’Grady, et al. (2010), compounding is “a common technique for word building in English”, which comes from two existent words resulting in a
new lexical item. The result of this process is in the form of adjective, noun, or verb, with few exceptions, such as into and onto.

Compounding is not merely two or more words in which the meaning is able to be literally guessed from the meaning of both already existent words. Compounds can be literal and idiomatic, or O’Grady et al. (2010) describe as endocentric and exocentric compounds respectively.

Crystal (2006) has written in his book conversations that happen frequently in the internet. From those conversations, it is quite easy to point out some compounding used in the internet. It is easy to understand that (1) ‘download’ comes from ‘down’ and ‘load’, which becomes a new word with new meaning. So does ‘off’ when it is combined with ‘line’ to become ‘offline’; the compounding creates a new word with new meaning.

(1) It’s my turn to download now.

(2) Let’s go offline for a few minutes.

2.1.1.4. Cliticization

Cliticization is a process of word formation where a morpheme is attached to the host and becomes phonologically united (O’Grady et al., 2010). English has this process, as showed in the formation of I’m which comes from I and am, in which am is cliticized into ‘m and making it a bound morpheme that should be attached to the host, I.
2.1.5. Clipping

Sometimes language speakers may shorten longer words in their language and create shorter words without changing the meaning. This process of word formation is called clipping (O’Grady, et al., 2010). The example that can be found easily in the internet is blog. Blog actually comes from web log, which is a log-based personal website.

2.1.6. Acronyms and Initialisms

O’Grady, et al. (2010) describe acronyms as a process of making up word-like lexeme by taking some or all initial letters of each word to be formed. Acronyms are different from initialisms on how they are pronounced. While acronyms are pronounced as words, as in UNESCO (United Nations Educational, Scientific and Cultural Organization), initialisms would go for letters, as in USA (United States of America). However, O’Grady, et al, also give a case in the combination of acronyms and initialisms, such as CD-ROM (compact disc – read-only memory). In English, there are also words that are actually acronyms, but language speakers may find it as a word, as in laser (light amplification by stimulated emission of radiation).

2.1.2. Functions of Language

When a user of a language involves in communication, one delivers a message towards the receiver of the message. The message delivered will function differently depending on the addressee, addressee, context, message, contact, and code
(Jakobson, 1960). Using these six factors, the function of language in a communication can be determined. Jakobson mentioned six functions of languages in human communication, i.e. referential, expressive, conative, poetic, phatic, and metalingual.

1. Referential function

A verbal communication functions as referential if the message uttered by the language user refer to an object, situation, or mental state. The message itself has denotative meaning and it can be obviously seen that the message refers to a certain object understood by both the addresser and the addressee.

2. Expressive function

Sometimes a message delivered by the addresser does not refer to an object, situation, or mental state. Instead, it only consists of a phrase or utterance as an emotive reaction towards the denotative message. It does not change the meaning of the denotative message, yet it adds information towards it. The examples of a message that functions as expressive are best found in expressions or interjections.

3. Conative function

A message delivered by the addresser may also contain a command. This can be easily found in the form of imperatives or vocatives. An imperative can be classified to have conative function and its truth cannot be challenged. Hence, it differs from messages functioning as referential.
4. Poetic function

Instead of referring to a physical object or mental slate, a message may also have its own meaning. Although the lexicons used in the message may refer to an object, it does not necessarily have denotative meaning. Messages functioning as poetic are best found in slogans or poems.

5. Phatic function

Some messages are addressed by the addresser in order to establish, maintain, or end communication. Jakobson classified message that contains this function as phatic. This function of language is commonly found in greetings.

6. Metalingual

Some messages can only be understood by two parties that have convention upon certain messages. This kind of message is categorized by Jakobson as metalingual.

2.1.3. Language Policy in the United States

The United States of America does not acquire any *de jure* official language, as it is not stated in any federal constitution (Jones & Singh, 2005). The American-ness is not expressed through an official language, as according to history, the present-day US was flocked by a lot of different ethnicities with different languages. Jones and Singh also cite Heath and Mandabach (1983) who say that language in America context is a matter of personal choice instead of governed by constitution. Despite the fact that the United States has relatively sizeable Hispanics population, it
does not mean that Spanish enjoys a good position as co-national language. This happens as a result of the English-only Movement coined by US President Theodore Roosevelt. (Heath & Mandabach, 1983).

2.1.4. Code-Switching

Speakers with two or more acquired languages may get used to speaking both languages in one context or in one sentence. A speaker who code-switches languages he has acquired may employ both features of the two languages simultaneously (Fromkin, Rodman & Hyams, 2003, p. 377), and the code-switching only happens in a bilingual situation. Poplack (2005) describes code-switching as a phenomenon in a language speaker in which the speaker “alternate two languages within a single discourse, sentence, or constituent.” These alternation would be in the form of integrating phonological, morphological, and syntactical patterns of the first and the second language.

Poplack (2005) cited Lance (1975) who stated that the code-switching phenomena were actually a random utterance coming from a bilingual speaker. However, Poplack also cited Gingrás (1974), Timm (1975), and Gumperz (1976) who proposed that code-switching actually featured a pattern. These proposals are supported by Poplack (1978/81) who investigated the rule and pattern of code-switching among speakers who spoke both English and Spanish. Based on the data she obtained from her research toward Puerto Ricans and also literature investigating
how Chicano spoke, she proposes two constraints of code-switching, i.e. the free morpheme constraint and the equivalence constraint.

*The free morpheme constraint* proves how code-switching among bilingual English-Spanish speakers is rule-governed in the lexical level. Poplack explains that in this level, a lexical item may be produced as long as the speaker produces this item with free morpheme of each language (1). However, bound morpheme of each language might not be present in a code-switching (2).

(1) una bena excuse
   ‘a good excuse’
(2) *EAT – iendo
   ‘eating’

The first segment (1) is morphologically accepted as a code-switching of Spanish and English as the speaker switch codes with free morphemes of each language. However, the second segment (2) is morphologically unaccepted as the speaker attached Spanish bound morpheme –iendo, which is comparable to –ing in English, to English root word *eat*.

*The equivalence constraint* shows the rule of code-switching in syntactical level. Poplack explains that the “juxtaposition of L1 and L2 elements does not violate a syntactic rule of either language, i.e. at points around which the surface structures of the two languages map onto each other.” This can be seen in the code-switching figure presented by Poplack.
Poplack also cited Gingrás (1974) who shows how code-switching would not happen almost in every other word (3), instead a bilingual speaker would code-switch in larger part of the constituent (4).

(3) El MAN que CAME ayer WANTS JOHN comprar A CAR nuevo.

‘The man who came yesterday wants John to buy a new car.

(4) Tell Larry QUE SE CALLE LA BOCA.

‘Tell Larry to shut his mouth.’

2.1.5. Internet Linguistics

Linguistics dealing with internet, which would later be called Internet Linguistics, is a wide area of Linguistics to study as internet itself includes email, blog, instant messaging, etc. (Crystal, 2005). Internet also gives language a time to change rapidly. Crystal (2005) categorises Internet Linguistics into four points of view: the sociolinguistic perspective, the educational perspective, the stylistic perspective, and the applied perspective.

2.1.5.1. Netspeak

Crystal (2006) explains that the term Netspeak “is an alternative for Internet Language.” The development of technology such as internet influences Netspeak a
lot, where words are later coined through the language of technology. Crystal also gives examples on how this development of technology has formed words through the processes of word formations as follows.

(1) It’s my turn to *download* now.

According to the theory of word formation suggested by O’Grady et al. (2010), the italicized word (1), *download*, is formed through the compounding of *down* and *load* which becomes *download*, of which the meaning is ‘to copy files from the internet’. However, what is meant by *download* in Netspeak as suggested by Crystal is ‘to tell a gossip after you hear one’. Thus, the sentence (1) means ‘I’ve heard all your gossip, now hear mine.’ as suggested by Crystal. The same thing would also happen to conversations below (Crystal, 2006).

(2) She’s *multitasking*. (said of someone doing two things at once)

(3) Let’s go *offline*. (i.e. Let’s talk in private.)

(4) I got a pile of *spam* in the post today. (i.e. junk-mail)

Besides the use of techie words in Netspeak, internet users might also employ characters which are commonly found in the internet, such as @ or at (Crystal, 2006), which is commonly found in an e-mail address, as in leokusuma@aol.com.au. However, there is a phenomenon, or what Crystal calls as irony, where @ replaces at, and even a, as in @llgood, @tractions, @cafe, @Home, @pex, and even a Bill Gates’ book is titled *Business @ the speed of thought* (Crystal, 2006). The use of such kind of symbols to replace alphabetical letters is later called *Leetspeak*. 
2.1.5.2. Leetspeak

Sampat, as quoted by McQuade, Colt, and Meyer (2009), says that leetspeak comes from the word “elite” which refers to the writing system used mainly on the internet employing ASCII\(^1\) characters to replace Latinate letters. Leet differs from the standardised language mainly in the grammatical rule and spelling. Sampat also says that “intuitive parsing of Leet determines the meaning of a sentence rather than the actual sentence form.” Leetspeak itself is referred as 1337$|>3/\!< by the users, who are mainly hackers (Ferrante & Ferrante, 2008), or is referred as l3375p34K by the users (Rosen, 2007). In a novel entitled Roadside Crosses: A Kathryn Dance Novel written by Jeffery Deaver (2010), there is a conversation between two characters in the novel, Dance and Boling, as follows:

“And what is ‘p-h-r-3-3-k’?”

“That’s leetspeak for ‘freak.’”

“Leetspeak?”

“It’s a sort of language that’s been created by teens over the past few years. You only see it with keyboarded text. Numbers and symbols take the place of letters. And spellings are altered. Leetspeak comes from ‘elite’, as in the best and the chicest. It can be incomprehensible to us old folks. But anybody who’s mastered it can write and read it as fast as we do English.”

“Why do kids use it?”

---

\(^1\) American Standard Code for Information Interchange
“Because it’s creative and unconventional…and cool. Which, by the way, you should spell ‘K-E-W-L.’”

“The spelling and grammar are awful.”

Although leetspeak may have risen from gaming and hacking world, it has now turned into mainstream language used for advertisement, such as *HEAT*, Sears’ product of clothes dryers, and *Numb3rs*, a CBS TV show (Rosen, 2007).

Although some users of leetspeak may understand leetspeak written by other users, there is no standardisation of leetspeak itself (Stobart & Parsons, 2008). This statement is also supported by Sampat who states that the use of leetspeak differs from one user to another, and is characterised by the ignorance of certain language writing system. McQuade, et al. (2009) explain that many youths would employ leetspeak in the form of acronyms to be “safe” from their parents, as parents might not be able to read such kind of writing system, as in:

- **P911** = parent emergency (parents are coming!)
- **PAW** = parents are watching
- **PIR** = parent in room
- **POS** = parent over shoulder

The ASCII characters used for leetspeak may not be universal, but Wikipedia (en.wikipedia.org/wiki/Leet) compiles a list of the use of Leetspeak characters.
Figure 2.1. Latinate letters in Leetspeak compiled by a user of Wikipedia open-source encyclopedia
2.1.5.3. Social Networking Sites

Social networking sites (SNS) are websites which provide a media for people to communicate virtually under an administered system (Boyd & Ellison, 2007), such as the well-known Facebook, Twitter, Myspace, etc. SNS enable people to communicate with those who are miles apart. SNS can be accessed from either personal computer or mobile phones. Mobile social network is an SNS that is based on mobile phone (Mansfield, 2012), such as MocoSpace, a leading US-based mobile social network (Netsize & Salz, 2009).

2.2. Theoretical Framework

This study deals mainly with internet linguistics, in which, according to Crystal (2005) internet linguistics can be viewed from four perspectives, i.e. the sociolinguistic perspective, the educational perspective, the stylistic perspective, and the applied perspective. From those perspectives, the readers can see where the internet linguistics will go. This study will see the internet from the perspectives of sociolinguistic and stylistic, as the main purpose of this study is to find out how leetspeak, which is part of Netspeak as seen from stylistic perspective, is used by Hispanic Americans, who might happen to be English-Spanish bilinguals.

The theory of word formations is the base for the morphological study conducted to leetspeak to see how the Hispanic Americans in MocoSpace mobile network form and coin words that belong to leetspeak. This theory gives the readers
description of how words are actually formed. The theory of leetspeak gives the readers illustration what leetspeak is and how it is used. Although the theory of word formations is actually explaining the word formations in general, it can be applied to the subject to be researched in this study. Along with the theory of word formations, this theory will be the base to answer the first and second formulated problems of this study. In the first part, the researcher attempts to describe how leetspeak is used among young Hispanic Americans in MocoSpace mobile network. In the second part, the researcher would like to describe the characteristics of leetspeak, including the morphology of Leetspeak.

The users of MocoSpace who claim themselves as Latino/Hispanic might be English-Spanish bilinguals. Thus, the utterances found in their profile pages might also contain code-switching of English and Spanish. The theory of code-switching will be base for answering the third question of the research. The researcher will present description on how the young Hispanic Americans in MocoSpace mobile network code-switch.
CHAPTER 3

METHODOLOGY

This chapter presents the description of the methodology used in conducting the study. It would be used to answer the research problems, i.e. how young Hispanic Americans use Leetspeak in MocoSpace, what the characteristics of Leetspeak used by young Hispanic Americans in MocoSpace are, and how Spanish influence the Leetspeak used by young Hispanic Americans in MocoSpace. This chapter consists of the method of the research, the setting of the research, a description of the subjects, the instruments to be used, data analysis technique, and the procedure.

3.1. Research Method

This study was mixed-method research. According to Gardner (2008), mixed-methods research “involves the use of both quantitative and qualitative data in a single study”. The use of both methods in the same study will provide a better understanding towards the problems formulated in the research in comparison to using one method for a study (Creswell and Clark, 2010). The data of quantitative method is characterized by the systematic statistical, mathematical, or numerical data (Given, 2008), while the data in qualitative research is characterized by the use of words or pictures instead of numbers (Fraenkel and Wallen, 2008). In this study, the analyses of the data were conducted using both...
quantitative and qualitative simultaneously, which were presented in the forms of numerical information and descriptive information.

The required data was recorded through content analysis. According to Fraenkel and Wallen (2008), content analysis is “a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communication”. Content analysis tries to search the answer of the formulated problems related to recorded human interactions, such as advertisements, speeches, internet data, etc. (Neuendorf, 2002). This study would like to find out how human communicate through Leetspeak in MocoSpace mobile network. The researcher studied how the Leetspeak was used among young Hispanic Americans by analysing the recorded written content taken from their MocoSpace profile pages. Through an analysis of the morphology and code-switching of Leetspeak used by the users, the researcher would like to find out the characteristics of Leetspeak exclusively used by young Hispanics Americans in MocoSpace mobile network. The way they use Leetspeak was recorded to the internet database and was showed up on their profile publicly. Therefore, the data were accessible by the researcher.

3.2. Research Setting

The study was conducted on March to April 2012. The researcher accessed MocoSpace mobile network from Indonesia with the help of the Internet connection. This study involved the researcher to create an account in MocoSpace
in order to be able to access other profiles. Thus, the researcher was also part of the MocoSpace community.

3.3. Research Subjects

The study focused on a mobile network named MocoSpace, which was launched in 2005 by co-founders Justin Siegel and Jamie Hall. As the study talked about Leetspeak used by young Hispanics American, the researcher had decided to point members of MocoSpace claiming their ethnicity to be Latino/Hispanic aged 15 to 25 settling down in the United States. The researcher limited the subjects into those who put Leetspeak in their profile. The subjects of this study were the status update and ‘About Me’ part of the profile information.

Fraenkel and Wallen (2008) clearly state that categorisation is a part of content analysis and the data obtained will be categorised based on either previous theories or not. The first categorisation requires theories related to the study to be used as an instrument to categorise the data obtained. However, categorisation may also be based on the analysis as the researcher analyses the data. As there is no such categorisation in Leetspeak, and that Leetspeak might differ from one user to another (Stobart & Parsons,
2008), the researcher categorised the data obtained as the study reveals the characteristics of Leetspeak used by young Hispanic Americans.

The study focused on the characteristics and morphology of Leetspeak, and also code-switching used by the Hispanic users to write Leetspeak. Code-switching to be discussed in this research would include English-Leetspeak code-switching (2) and English-Spanish-Leetspeak code-switching (4) (see Figure 3.1). Thus, the data were taken only from profile pages which contained Leetspeak, and only be taken from status updates, ‘About Me’ part, and friends’ comments. The researcher used purposive sampling in order to obtain the data required. In purposive sampling, the samples are purposely chosen among the entire population because the samples are in unique position (Engel & Schutt, 2009). Thus, the data taken from the profile pages of the users were purposely chosen because they contain Leetspeak.

3.4. Instruments

The instruments employed for this study were human instrument and the content. The researcher played role as human instrument to collect and analyse the data (Merriam, 2002). He had the duty to be one who collected the data needed for the research, broke down the data into several categories according to the functions of language and the code-switching, and examined the characteristics of the Leetspeak used according to its orthography and word formation. In obtaining the data, the researcher must create an account in MocoSpace in order to see the profiles of the users.
Fraenkel and Wallen (2008) state that the contents to be analysed in content analysis include the contents of any type of communication. In order to analyse the content of a communication, the researcher should collect a large amount of material. The materials were the content of the profile pages that were broken down into written utterances, which were found in the status update and ‘About Me’ sections of the pages of the selected users.

3.5. Research Procedure

In order to obtain the data needed, the researcher should follow the procedures taken in the study. This would help the researcher to conduct the research effectively in order to answer the problems formulated. The research procedure includes data gathering technique, data analysis technique, and presentation of the result.

3.5.1. Data Gathering Technique

In order to obtain the data needed for the study, the researcher needed to specify the data. The collection of the data can be described as following.

1. Browse MocoSpace profiles

The data was obtained from the profile pages of the Hispanic users of MocoSpace mobile network (www.mocospace.com), in which the researcher should own an account to access the profile pages. The researcher used the ‘Find Friends’ tool (see Figure 3.2.) in searching for those users to be included into the subjects.
This study was meant to research the use of Leetspeak among young Hispanic Americans. Therefore, the researcher limited the users into those who resided within the federal territory of the United States, which would include 48 contiguous states, District of Columbia, Alaska, and Hawaii, excluding the outlying territories of the United States by choosing United States in the country options.

To obtain the data from the intended subjects, the researcher needed to limit the ethnicity of the users into Hispanics by choosing Hispanic/Latino in the ethnicity options featured in the Find Friends tool. MocoSpace featured ethnicity to be put in the users’ profiles. By limiting the ethnicity, the system would show the intended subjects of the study, i.e. young Hispanic Americans.

Figure 3.2. Find friends tool of MocoSpace
The system of MocoSpace was able to show 200 profiles in one search. Therefore, the researcher opened 200 female users’ profiles and 200 male users’ profiles. Those which were not set to private would be observed if they contained Leetspeak by using the description of Leestpeak described by McQuade, Colt, and Meyer (2006). Based on the limitations mentioned, there were total 31 profile pages found, consisting of 23 female users’ profiles and 8 male users’ profiles.

3. Copied the Leetspeak into checklist

Leetspeak data could be obtained from what was written in the user’s profile, including status updates and ‘About Me’ part. In obtaining the data, the researcher also copied information of the user, i.e. age, state (if city/town cannot be obtained) into the checklist. The researcher also copied the profile page using Print Screen tool, yet the profile pictures and ID were be blurred, see Figure 3.3.

Figure 3.3. Print-screen of a MocoSpace profile page

3.5.2. Data Analysis Technique

The researcher needed to analyse the data obtained from the selected profile pages. According to Creswell (2007), the initial steps of the data analysis are “preparing” and “organising”.
In order to do the analysis, the researcher employed a checklist, see Table 3.1. The checklist was used to analyse the data obtained in order to find the answers to the problems formulated. The checklist contained the code of the user, in which the code starting with F is for female users, and M is for male user, age of the users, and the location of the users. The raw data in Leestpeak were put into the data column and their transcriptions in English and/or Spanish were put into the following column. The instrument was also used to find the functions of language and the use of language (code-switching).

**Checklist of Leetspeak Used by Young Hispanic Americans in MocoSpace Mobile Network**

<table>
<thead>
<tr>
<th>Code</th>
<th>Age</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
<td>:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Functions of Language**

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Code-Switching**

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
</table>

Table 3.1. Checklist of Function of Language and Code-Switching
1. Transcribing the data

In this part, the researcher browsed profile pages using the ‘Find Friends’ tool and selected the profile pages according to the subject limitation and copied the contents of the profile pages. The researcher transcribed the data found in the profile by translating the contents of the profile pages into the standard languages in order to ease the readers who were not digital native.

2. Break down the transcription into utterances

The researcher broke down the transcribed data in each profile page into written utterances. According to Crystal as cited in DRCC (2005), the term utterance is more appropriate to describe spoken English that is written in the internet communication than the term sentence. In this study, the researcher found 302 written utterances from the 31 profile pages.

3. Classify the data based on Jakobson’s six functions of language

The next step was sorting the data into some categories through a process of “coding” (Creswell, 2007). To obtain data on the function of language, the researcher classified each written utterance according to the underlying function of the utterances. The classification was based on Jakobson’s six function of language (1960), i.e. referential, expressive, conative, poetic, phatic, and metalingual.

4. Classify the data based on the characteristics of Leetspeak

To obtain data on the Leetspeak characteristics, the researcher divided the data into orthography and morphology. The researcher listed each letter and grouped them into categories, i.e. alphabets, numbers, and characters in order to
find the orthography of Leetspeak. The researcher scanned the data to find the unique morphology of Leetspeak that differed from Standard English.

5. Classify the data based on the languages used

In order to obtain data for the third problem formulation, the researcher classified the written utterances according to the language used, i.e. Leetspeak, English, Spanish, and the code-switching of two or three of the languages mentioned. The code-switching was based on Poplack’s model (1978/81) of code-switching, in which she proposes that code-switching was rule-governed instead of randomly uttered. This analysis also proved that code-switching used by the sample users are rule-governed.

3.5.3. Presentation of the Result

The final step of the research procedure is representing the data in the form of figures or cross tabulation. According to Fraenkel and Wallen (2008), “counting is an important characteristic of some content analysis”. Each countable data of this study would be counted and presented in the form of numerical data. The frequencies of the six functions of language and the language used the written utterances would be presented in a numerical data. The Leetspeak characteristics would be presented according to the coding categories.

1. Distribution of the selected users

The researcher found that there were 31 profiles selected from 400 profiles showed by the system. In order to get the image on the population, the researcher presented the population distribution of the selected users, which were Hispanics,
based on the states where they resided. The result of the analysis would be presented in the form of table (see Table 3.2.) and would be compared to the Hispanic population distribution of the United States.

<table>
<thead>
<tr>
<th>No.</th>
<th>States</th>
<th>Users</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3.2. Table of distribution of the selected users

2. The functions of Leetspeak

The findings of the frequencies of the functions of language found in the Leetspeak used by the selected users would be presented in numerical data, including the actual numbers and the percentage. The result of the analysis would be presented in the form of table (see Table 3.3). Through this presentation, the most and the least common functions used in the Leetspeak used by the users could be seen.

<table>
<thead>
<tr>
<th>No.</th>
<th>Functions of Language</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Referential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Expressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Conative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Poetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Phatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Metalingual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>302</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3.3. Table of Functions of Leetspeak

The table of the frequencies of the functions of language would be followed by the samples of each function, as well as descriptive information on the reason why the utterances were categorised into certain function. The samples would be
presented in the original orthography, i.e. Leetspeak, and in the form of transcription, in order to ease those who were not digital native.

3. Characteristics of Leetspeak

The findings of the characteristics of Leetspeak would be presented in either tables or quotations. The tables, as seen in Table 3.4, would convey the orthography of Leetspeak, including the 26 Roman letters were written in Leetspeak, the replacement of letters with numbers, and ASCII characters. The tables would also list the specific terminologies created by the Leetspeak users.

<table>
<thead>
<tr>
<th>Roman Letter</th>
<th>Leetspeak</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>..</td>
<td></td>
</tr>
<tr>
<td>y</td>
<td></td>
</tr>
<tr>
<td>z</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.4. Table of Leetspeak writing system

The quotations would mostly be used to show the samples of the orthography, word formation, and other morphological phenomena. The samples would be presented in the original orthography. Through this presentation, the characteristics of Leetspeak could be seen.

4. Languages used in Leetspeak

The findings on the frequencies of the languages used in writing Leetspeak would be presented in numerical data, both in actual numbers and percentages. The data would be presented in the form of table. Through this data presentation, the language and code-switching of the Leetspeak could be seen.
Table 3.5. Table of the languages used in writing Leetspeak

<table>
<thead>
<tr>
<th>No</th>
<th>Language Used</th>
<th>Frequency</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>302</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The table of the frequencies of the languages used in writing Leetspeak would be followed by the samples of the categories and the descriptive information of the categories. The researcher will only provide explanation on those containing English and Leetspeak as the languages used. The samples would be provided in the original writing and the transcribed data in order to ease those who were not digital native. The code-switching of the language would also be presented.

The presentation of the result regarding the findings will be presented in Chapter 4. It also includes the descriptive information of the findings.
CHAPTER 4
RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher discusses the research findings used to answer the problems formulated. This chapter consists of three parts, i.e. first, the use of Leetspeak among young Hispanic Americans in MocoSpace mobile network; second, the characteristics of Leetspeak used by young Hispanic Americans in MocoSpace mobile network; and third, the influence of Spanish in the use of Leetspeak used by young Hispanic Americans in MocoSpace mobile network. The three formulated problems are answered according to the findings and related theories.

The data were obtained from random MocoSpace profiles stating that they were Hispanic or Latino. The profiles were selected by narrowing down to Hispanic/Latino users under 25 years old residing in the United States from ‘Find Friends’ tool of MocoSpace. There were 200 male and 200 female profiles shown by the system. The profiles selected were the non-private ones containing Leetspeak written in English or English and Spanish in their status updates, location, and/or About Me section. From 400 profiles found by the system, the researcher found there were less male selected non-private profiles containing Leetspeak compared to the female ones, with comparison of 8 to 23 respectively.
<table>
<thead>
<tr>
<th>No.</th>
<th>States</th>
<th>Users</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arizona</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>2</td>
<td>California</td>
<td>4</td>
<td>12.90</td>
</tr>
<tr>
<td>3</td>
<td>Connecticut</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>4</td>
<td>Florida</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>5</td>
<td>Georgia</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>6</td>
<td>Illinois</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>7</td>
<td>Indiana</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>8</td>
<td>Nevada</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>9</td>
<td>New Mexico</td>
<td>9</td>
<td>29.30</td>
</tr>
<tr>
<td>10</td>
<td>Texas</td>
<td>8</td>
<td>25.81</td>
</tr>
<tr>
<td>11</td>
<td>Washington (State)</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.1.** Distribution of the selected users according to the state where they resided.

From the 31 selected profiles, more than two-thirds of the Hispanic users of MocoSpace resided in the southwestern part of the United States, which bordered Mexico to the south. Users residing in New Mexico made up more than a quarter of the selected users with percentage of 29.03%. Eight users from the Lone Star state, Texas, made up another quarter of the total selected users with percentage of 25.81%. Two other states that shared borderline with Mexico, i.e. California and Arizona, make up to 12.90% and 6.45% respectively. Meanwhile, 6.45% users admitted that they resided in the State of Washington. The rest of the selected users claimed that each of them resided in the following states, Connecticut, Florida, Georgia, Illinois, Indiana, and Nevada, with one user in each state (3.23%). This figure is analogous with the demographics of the United States, where most Hispanic populations are found in the states bordering Mexico, from which most Hispanic population of the United States originate.
<table>
<thead>
<tr>
<th>No.</th>
<th>States</th>
<th>Percentage (%)</th>
<th>National Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arizona</td>
<td>29.6</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>California</td>
<td>37.6</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Connecticut</td>
<td>13.4</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Florida</td>
<td>22.5</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Georgia</td>
<td>8.8</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>Illinois</td>
<td>15.8</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Indiana</td>
<td>6.0</td>
<td>32</td>
</tr>
<tr>
<td>8</td>
<td>Nevada</td>
<td>26.5</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>New Mexico</td>
<td>46.3</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Texas</td>
<td>37.6</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Washington (State)</td>
<td>11.2</td>
<td>18</td>
</tr>
</tbody>
</table>

Table 4.2. Hispanic population percentage of the states where the selected users resided

4.1. The Use of Leetspeak among Young Hispanic Americans in MocoSpace Mobile Network

This section is to answer the first problem formulated by the researcher about the use of Leetspeak by young Hispanic Americans in MocoSpace. The findings of the problems have been classified according to Jakobson’s Functions of Language (1960).

There are six functions of language defined by Jakobson (1960), i.e. referential function, expressive function, conative function, poetic function, phatic function, and metalingual. The researcher found that there were different functions of the use of Leetspeak used by the 31 selected users. Table 4.3. shows the findings based on the functions of language found in the Leetspeak used by the 31 selected users. Each profile has various functions of languages. The researcher found 302 written utterances contained different message. The researcher classified the
functions of language of the Leetspeak according to the message contained by the written utterances.

<table>
<thead>
<tr>
<th>No.</th>
<th>Functions of Language</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Referential</td>
<td>177</td>
<td>58.61%</td>
</tr>
<tr>
<td>2</td>
<td>Expressive</td>
<td>29</td>
<td>9.60%</td>
</tr>
<tr>
<td>3</td>
<td>Conative</td>
<td>44</td>
<td>14.57%</td>
</tr>
<tr>
<td>4</td>
<td>Poetic</td>
<td>9</td>
<td>2.98%</td>
</tr>
<tr>
<td>5</td>
<td>Phatic</td>
<td>26</td>
<td>8.61%</td>
</tr>
<tr>
<td>6</td>
<td>Metalingual</td>
<td>17</td>
<td>5.63%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>302</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.3. Functions of Leetspeak Used by Young Hispanic Americans in MocoSpace

The fact that Leetspeak arose along with the emergence of computer hacking, Leetspeak can be understood to function as metalingual as non-user of Leetspeak will not easily understand the message contained. However, in the Leetspeak community, a message will contain various functions as the messages are mutually intelligible among the users. Based on the findings, more than half of the written utterances found in the profiles of the Leetspeak users contained referential function of language. This was because in introduction part of the profile, users would mostly refer to their identities. Conative function was the second most common use of Leetspeak, in which the user mostly used it for asking the profile viewer to contact them. Expressive function of language came at third place, where the users expressed their feelings in written form. At 8.61%, phatic function of language was the fourth most common function found in Leetspeak used by the users, which could be found in greetings. Since the users understood Leetspeak, metalingual function did not frequently appear in the messages. They only functioned as metalingual when the
users intended to secretly give information towards the profile viewers. Instead they would tell the profile viewers in codes. The least used function of language was poetic, which, according to the findings, could only be found in profile containing poems made by the users.

To show the readers how young Hispanic Americans use Leetspeak in MocoSpace mobile network, the findings were discussed as follows. The discussions below include the examples of the language functions used by the users.

4.1.1. Referential Function of Leetspeak

The referential function of language was described by Jakobson (1960) as that the message uttered by the language user refers to an object, situation, or mental state. More than half of the written utterances contained referential function since the About Me part were mostly referring to the users’ descriptions. The examples below show how Leetspeak used by the users refer to object, situation, or mental state.

Sample F009

=]H3Y U GUY$ @ND G!RL$ MY N@M3 !$ LUZ BUT U C@N C@LL M3 LUCY @M FR0M CHUC0 T0WN BY N0RTH3@$T ! SP3@K SP@NL!$H @ND 3NGL!$H @ M 3M3X@C@M @ M3R!C@N ! W@$ B0RN H3R3 !N CHUC0 T0WN MY H0BB!3$ R M@LL,M0V!3$,P@RTY D@NC3 DRINK ! F!N@LLY D@D ! T ! GR@DU@T!0N FR0M P@RK@ND H!GH SCH00L G0!NG T0 3L P@$0 C0MMUN@TY C0LL@G3 T0 STUDY R#$!ST3R NUR$3 ! F U W@NT TO KNOW M0R3 @B0UT M3 H3R3 MY # @$ @ FR!3ND 915-282-****

Transcription F009

Hey you guys and girls. My name is Luz but you can call me Lucy. Am from Chuco Town by Northeast. I speak Spanglish and English. Am Mexican American. I was born here in Chuco Town. My hobbies are mall, movies, party, dance, drink. I finally did it. I graduation from Parkland High School. Going to El Paso Community collage to study Resister Nurse. If you want to know more about me, here my # as a friend 915-282-****.
The introduction found in the data above indicates the referential function as the user refers to her identity. The objects referred include her name, *Luz*, and her nickname *Lucy*; her hometown and city of birth, *Chucho Town by Northeast* (Northeastern part of El Paso, Texas); the languages she speaks, *Spanglish and English*; her ethnicity, *Mexican American*; her interests, *mall, movies, party, dance, drink*; her alma mater, *Parkland High School*; and her future study plan, *El Paso Community collage* (El Paso Community College).

4.1.2. Expressive Function of Leetspeak

A message would function as expressive or emotive when the utterance produced by the user does not change the denotative message yet adding information to the message (Jakobson, 1960). In this study, 9.60% of the 302 written utterances functioned as expressive. Below is example in using expressive function in Leetspeak.

**Sample F014**

*OMG'iLove My Babie Girl'*

**Transcription F014**

*Oh my God, I love my baby girl.*

In the example above, the exclamation of *Oh my God* shows the expression of happiness of the user. The information on the following part showed the affection of
the user toward the object of affection. The exclamation added information yet did not change the message contained.

4.1.3. Conative Function of Leetspeak

Jakobson describe the conative function of language as a message sent directly to the receiver. This function can be found in imperatives and vocatives. There were 14.57% of the total 302 written utterances functioned as conative. Here is the example of the conative function found in Leetspeak.

**Sample F001**
0mg im alm0st turning 19 0n jan 17 d0nt f0rget t0 say happy bday :-)

**Transcription F001**
Oh my God, I’m almost turning 19 on Jan 17. Don’t forget to say happy birthday.

The last sentence of the sample above shows the conative function of Leetspeak, i.e. *Don’t forget to say happy birthday*. That is one example of conative function in the form of negative imperative.

4.1.4. Poetic Function of Leetspeak

A message would function as poetic when it has its own meaning instead of referring to a physical or mental object. It is best found in poetry and slogans. In Leetspeak used by the Hispanic users, the function was rarely found, and it only made up to 2.98% of the total written utterances. The following is the example of poetic function in Leetspeak.
Sample M003

Fuck bichez there pr0bly jst snichez bt they will get hit by ur b0y stichez fuckn hate bullshit kuz itz all full 0f shit bt breezyz kan be eazy bt im sneaky i lyk 2 rime lyk itz a krime when pe0ple be dr0pin dimez im jst tryna say my linez im lyk speed bt ima take tha lead

Transcription M003

Fuck bitches, they’re probably just snitches but they will get hit by our boy stitches. Fuckin’ hate bullshit ‘cause it’s all full of shit. But breezys can be easy but I’m sneaky. I like to rhyme like it’s a crime. When people be droppin’ dimes I’m just trynna say my lines. I’m like speed but Imma take the lead.

The introduction above was meant to be sung as rap lines. Each line uttered would create rhyme as in a rap song. The message expressed above was not necessarily refers to physical or mental object, yet because of its rhymes, it functioned as poetic.

4.1.5. Phatic Function of Leetspeak

The phatic function of language is generally found in greetings and normally the message sent is meant to maintain communication. In this study, phatic function did not form majority of the function found in the written utterances. In fact, there were only 8.61% of the total written utterances functioned as phatic. Here is example of the phatic function of Leetspeak.

Sample F008

WhAtS Up DiS b3 Ur GiRl LA.LOKA CoMIx FrOm ThAt Wa Ya KxO Xo HaT3R Ox Mi PaG3 Xd Xo P3rVs PlEaSe WiLl I Am DwN To 3artH OpEx MiNd3d I HaV3 A GoOd H3aD OvEr My ShOuLd3rS I LiK3 To Go ShOpPiNx BaIl3s MoViEs TaV3L So U LiK3 WhAt U H3r3 G3t At M3 FuCk U HaT3r Nd FaK3 StUcK Up BiTCh3s Ox H3r3 If U LiK3 WhAt U S33 G3t At M3?
**Transcription F008**
What’s up? This be your girl La Loca coming from that what you know no hater on mi page and no perverts please. I am down to earth, open minded. I have a good head over my shoulders. I like to go shopping, ballets, movies, travel. So you like what you here, get at me. Fuck you hater and fake stuck up bitches on here. If you like what you see, get at me.

Despite the fact that the data were not taken from a conversation between two participants, the researcher could conclude that the introduction part above implies that there is a ‘conversation’ happened between the user and the profile viewers. Therefore, the user used the first part of the introduction, i.e. ‘What’s up’, as a greeting to open a conversation. The researcher also found that 11 profiles used greeting such as ‘hi’, ‘hey’, and ‘what’s up’ to open an introduction, as presented in Table 4.4.

<table>
<thead>
<tr>
<th>Sample Number</th>
<th>Leetspeak</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>F002</td>
<td>Hey ppl!!! ....</td>
<td>Hey people!</td>
</tr>
<tr>
<td>F008</td>
<td>WhAtS Up ....</td>
<td>What’s up</td>
</tr>
<tr>
<td>F009</td>
<td>H3Y U GUY$ @ND GIRL$</td>
<td>Hey you guys and girls</td>
</tr>
<tr>
<td>F010</td>
<td>Hi!</td>
<td>Hi!</td>
</tr>
<tr>
<td>F015</td>
<td>heyy</td>
<td>Hey!</td>
</tr>
<tr>
<td>F016</td>
<td>Aye wasupp</td>
<td>Aye what’s up</td>
</tr>
<tr>
<td>F018</td>
<td>Heŷ wâT$ ûpb</td>
<td>Hey what’s up</td>
</tr>
<tr>
<td>F019</td>
<td>WÂTS GOOD MOCOSPAC3RS</td>
<td>What’s good Mocospacers</td>
</tr>
<tr>
<td>F021</td>
<td>Qvo homiez y homita</td>
<td>Que onda homies y homita</td>
</tr>
<tr>
<td>M001</td>
<td>W@t up</td>
<td>What’s up</td>
</tr>
</tbody>
</table>

**Table 4.4. Greetings in Leetspeak**

Other than greetings, messages functioned as phatic could also be found when an utterance was intended to get the profile viewers’ attention, such as *OK, First of all*, or *Look!*. The followings are other examples of phatic function in Leetspeak.
**Sample F013 and Transcription**

*LOOK IM TAKE

Look, I’m taken.

**Sample F020 and Transcription**

σк fσя єνєяуσиє ωнσ ∂σит киσω мє ινє нα∂ α fυ¢кє∂ ур рασт

OK, for everyone who don’t know me, I’ve had a fucked up past.

**Sample F023 and Transcription**

First Off All I Do Have An Amazing Guy In My Life

*First of all, I do have an amazing guy in my life.*

### 4.1.6. Metalingual Function of Leetspeak

Metalingual function is described by Jakobson as a function of language when a message would function as a code and only understood by the agreement of both parties. Leetspeak, by nature, is a language which would have metalingual function since the language is meant to be code that would be mutually intelligible by two parties that understand the code. In spite of that, Leetspeak used by the MocoSpace users also contained codes in a message in which the message would only be understood by parties who understand each other’s code. There was slightly more than one-twentieth from the total written utterances that functioned merely as metalingual, even among Leetspeak community. This was commonly found in the statement of their hometown or current location, as exemplified below.

**Sample F022**

my names omppalommpa 😊
my age is 122 + 2 + 32221 + 34 - 211 - 5
my house is a dinosaur
Transcription
My name’s Omppalommmpa
My age is 122 + 2 + 32221 + 34 – 211 – 5
My house is a dinosaur

The previous sample indicated the metalingual function of Leetspeak used by the user. The user did not clearly refer to her name, age, and house. Instead she used codes to introduce herself. The meaning of the message would only be mutually intelligible to two parties that understand the code.

Sample F010
5Tuc2town0, AZ

User F010 also used code to inform her current place of living. The researcher concluded that instead of writing Tucson as her location, she would name Tucson as Tuctown. Meanwhile, the numbers 5, 2, and 0 refer to the phone area code of Tucson, AZ, 520. This indicated that the language functioned as metalingual because the message above would only be understood by users who shared mutual intelligibility.

According to the previously mentioned findings and the discussions, the researcher implied that the majority of the Leetspeak used in MocoSpace by young Hispanic Americans functioned as referential. The users mostly described themselves in Leetspeak in the About Me section. Hence, it brings to a conclusion that the message refers to an object, situation, or mental state (Jakobson, 1960). The objects that the users are referring to are their identities, which they stated in their profile. Other functions were also found in the Leetspeak used by the users.
4.2. Characteristics of Leetspeak Used by Young Hispanic Americans in MocoSpace Mobile Network

This section is to answer the second problem formulated by the researcher about the characteristics of Leetspeak used by young Hispanic Americans in MocoSpace. The data were also obtained from the 31 selected profiles. The characteristics are divided into two, i.e. orthography and word-formation phenomena.

4.2.1. Leetspeak Orthography

Leetspeak users may use several ways in composing Leetspeak, such as using alternate capitalisation in Roman alphabets, numbers, and ASCII characters. Table 4.5. shows the summary of the Leetspeak used by the users from A to Z.

<table>
<thead>
<tr>
<th>Roman Letter</th>
<th>Leetspeak</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a, A, @, 4, α</td>
</tr>
<tr>
<td>b</td>
<td>b, B</td>
</tr>
<tr>
<td>c</td>
<td>c, C, X, K, k,</td>
</tr>
<tr>
<td>d</td>
<td>d, D</td>
</tr>
<tr>
<td>e</td>
<td>e, E, 3, e, #</td>
</tr>
<tr>
<td>f</td>
<td>f, F</td>
</tr>
<tr>
<td>g</td>
<td>g, G, x, q</td>
</tr>
<tr>
<td>h</td>
<td>h, H</td>
</tr>
<tr>
<td>i</td>
<td>i, I, !, ii</td>
</tr>
<tr>
<td>j</td>
<td>j, J</td>
</tr>
<tr>
<td>k</td>
<td>k, K, κ</td>
</tr>
<tr>
<td>l</td>
<td>l, L, ℓ</td>
</tr>
<tr>
<td>m</td>
<td>m, M</td>
</tr>
<tr>
<td>n</td>
<td>n, N, и, X, x</td>
</tr>
<tr>
<td>o</td>
<td>o, O, 0, σ</td>
</tr>
<tr>
<td>p</td>
<td>p, P</td>
</tr>
<tr>
<td>q</td>
<td>q, Q</td>
</tr>
<tr>
<td>r</td>
<td>r, Р, я</td>
</tr>
</tbody>
</table>
Table 4.5. Summary of Leetspeak writing system

<table>
<thead>
<tr>
<th>Letter</th>
<th>Leetspeak Replacements</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>s, S, $, z</td>
</tr>
<tr>
<td>t</td>
<td>t, T</td>
</tr>
<tr>
<td>u</td>
<td>u, U</td>
</tr>
<tr>
<td>v</td>
<td>v, V</td>
</tr>
<tr>
<td>w</td>
<td>w, W</td>
</tr>
<tr>
<td>x</td>
<td>x, X</td>
</tr>
<tr>
<td>y</td>
<td>y, Y</td>
</tr>
<tr>
<td>z</td>
<td>z, Z</td>
</tr>
</tbody>
</table>

The table above shows how each roman letter was written in Leetspeak used by young Hispanic American in MocoSpace. All the letters were written in either uppercased or lowercased alphabets. There were also some characters used to replace the roman alphabets, such as dollar sign ($) to replace S and at sign (@) to replace A.

Some non-roman letters that may look like the roman ones, such as Cyrillic letters, were also used to replace the original letter. Although Cyrillic Ya (я) does not correspond with Roman R, the user used я to replace R since they looked alike, with only difference is that я is inversed from R. Numbers that look like roman alphabet were also used by the user, such as 3 to replace E. Some roman letters also replaced other roman letters, such as q that replaced g because of their similar look despite the fact that they would make different sound in English; Ń (N with diacritical tilde) that replaced N though the writing did not mean to sound Ń as in Spanish. In some cases, X and its lowercased form, x, were used to replace some roman letters such as N, G, and NG. Duplication of i was also found to replace i. The writing system would not change the meaning of the message intended by the users.
The Leetspeak user will employ uppercased and lowercased characters alternatively and does not follow the rule of writing. The following is the example of alternate capitalisation written by young Hispanic American in MocoSpace.

**Sample F013**
iMA dWN aS HyNa fOR AnYtHiNq aLriTTe iMa BiSeXuAL qUrL sO dOnT tHiNk iMa hOE,SLUT;ETC...KuZ iM nOt&dOnT iT qEt tWiStEd iN yO MOdAfUKiNq hEAd.…

**Transcription F013**
I’m a down as hyna for anything alright. I’m a bisexual girl, so don’t think I’m a hoe, slut, etc. ’cause I’m not and don’t get twisted in your motherfucking head.…

The sample above shows capitalisation alternation in writing Leetspeak. The capitalisation did not follow the rule of writing in English where first letter of the sentence was uppercased as well as the first letter of a proper noun. The first letter of the sentence was not uppercased and the following letters were uppercased and lowercased alternatively. However, the alternate capitalisation did not make any change to the meaning.

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Replaced Letters/Syllables/Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>O</td>
</tr>
<tr>
<td>1</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>to, too</td>
</tr>
<tr>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>4</td>
<td>a, for</td>
</tr>
<tr>
<td>5</td>
<td>S</td>
</tr>
<tr>
<td>9</td>
<td>G</td>
</tr>
</tbody>
</table>

**Table 4.6.** Numbers used in Leetspeak to replace letters

In writing Leetspeak, the users did not only employ letters and alternate capitalisation but also wrote numbers to replace letters. However, according to the findings, not all numbers were used in the writing, and not all letters could be
replaced by numbers (see table 4.6). The followings are examples of using numbers in Leetspeak.

1) Sample F001
   …d0nt f0rget t0 say…
   …don’t forget to say…

2) Sample F008
   …Xo HaT3R Ox Mi PaG3 Xd Xo P3rVs PlEaSe…
   …no hater on mi page and no perverts please…

3) Sample M001
   K3ep th4t suR s1d3 uP -uxO ocH0 c13te x0rthsh1ts fucK h4t3RS
   Keep that sur side up. Uno ocho ciete northshits. Fuck haters.

4) Sample F006
   …Weneva Yooh Tel Him 2 Kumover…
   …whenever you tell him to come over…

5) Sample M002
   …i lyk 2 rap 2 i pt it d0wn 4 my nati0n…
   …I like to rap too. I put it down for my nation…

Despite the different functions, in Leetspeak, users creatively replaced letters with numbers because of their similar look. Zero (0) replaced o or O because the similar round-look (see sample F001 and M001). Three (3) was meant to replace e since this number would look like capitalised E when it is mirrored. Four (4) looked similar to capitalised A, and therefore replaced it. However, not every letters in the same sentence that might look similar to numbers were replaced, see Sample M001. Numbers could also replace syllable or one-syllabic word because of their similar sound in English. The common example is two (2) that replaces to or too, and four (4) that replaces for.
In writing Leetspeak, the users may also employ other ASCII (American Standard Code for Information Interchange) characters. The characters used are normally characters that would resemble Roman alphabets to varying degrees either as independent ASCII characters (e.g. @) or combined ASCII characters (e.g. \/) to form one that resembled an English letter. Below is the example of using other ASCII characters to replace Roman letters in writing Leetspeak. Below are examples of using ASCII characters in writing Leetspeak.

1) Sample F018

Hey wâT$ üp TH$ $ $ li$eTH âkâ môReNå ím 21 ND $iNg£ é í £ikê Tô £i$TeN Tô å££ Type$ ðF mu$ík BuT ßREFeR çHiçâNô Râp í ðNEy gô ðúT wrîTH mèxiçâN çHoèô$!
Hey what’s up? This is Liseth a.k.a. Morena. I’m 21 and single. I like to listen to all types of music but prefer chicano rap. I only go out with Mexican choros!

2) Sample F019

I may sound like a bitch and act like one but I’ve been threw a lot.
3) Sample F022

♥ґ mĂķIиģ fӥиHиy fĂєę Ąлke ♥ derpЯĦstĂЯś
Making funny faces like pornstars.

4) Sample M001

W@t up t1$ b3 b@b¥ $ur3x0
What’s up? This be Baby Sureno.

In the examples above, it can be seen that some ASCII characters are employed to replace Roman letters that look alike. The characters traditionally had their own function in the language. However, the Leetspeak users creatively replaced letters despite the different function. Currency signs such as dollar ($) and its cent (x), pound-sterling (£), and yen (¥) were used as a replacement to S, C, L, and Y respectively because of their similar looks.

4.2.2. Word Formation in Leetspeak

In composing Leetspeak, the users freely created written forms that were different from the formal English or Spanish forms. They could abbreviate or clip a word becoming a new written form without changing its meaning. Some new words were also created from another word and the meaning would be totally different.

4.2.2.1. Replacement of S into Z

In Standard English, adding ‘s’ commonly happens as it gives correct grammar to a written utterance without changing its meaning. If the ‘s’ addition is inflected to an infinitive verb, it will show a simple present tense in Standard English. If the ‘s’ is inflected to a noun, it will make the noun becoming plural.
In Leetspeak, the researcher found that instead of using ‘s’ as an affix, the users use ‘z’. This ‘z’ is not only found in replacing ‘s’ that function as an inflection to an infinitive verb or countable noun, but also to a word containing ‘s’, as seen in the following examples.

1) Sample F001

★dislikes★ рєяvs, нαтєrz, ℓαιяs, ℥еαtєrαs

2) Sample M002

my name iz sergio but everybody callz me luvbug

3) Sample M003

Fuck bichez there pr0bly jst snichez bt they will get hit by ur b0y stichez

4) Sample M003

ima talk 2 u laterz

In the last example, it could also be seen that the ‘z’ functioned as an addition to a word. It did not replace ‘s’ as in the preceding examples.

4.2.2.2. Reductions and Shortenings: Clippings, Vowel-Droppings, and Phonological Simplification

Besides adding affixes that do not change the meaning, Leetspeak used by the MocoSpace users is also characterised by reductions and shortenings. The reductions and shortening to words happen because the nature of MocoSpace as a mobile site enables users to access the site through their mobile device, which is handy yet not as freely and fluidly as conventional typing keyboard when they are typing a message.
As reducing and shortening words bring benefits to the typist, including the obvious character savings (Crystal, 2008), the users normally write Leetspeak shorter than standard written version.

A speaker of a language may shorten a word in their language without any meaning change. This process is called clipping and is meant to create shorter words without changing its meaning (O’Grady, et al., 2010). In Leetspeak, clipping was also easily found. One of the most common examples was the use of bro which is the shortening from brother.

1) Sample M005

σвєу мє вящ!

Another common example was vowel droppings in Leetspeak. In Standard English, an English speaker spells the words as it is written in the dictionary, correctly and completely. In Leetspeak, the researcher often found users corrupted vowels in order to shorten the time in typing.

2) Sample F015

i luv to txt bt u gta hav sum to tlk bout...i usually dnt giv mi num out bt sum pplz r special n get it neways..._future_if u wna tlk hit me up...lataz.

In the previous example, it could seen that the user dropped, although not all, the vowels in several words. These droppings did not cause meaning change to the words. The vowel droppings saved time in typing, but the profile viewer still could understand what was meant by the user.
Other than corrupting vowels without changing its meaning, the users also replaced the correctly-spelled words with ones that in some way resemble how the words are uttered orally. Not only did the user modify English words, but they also did one to Spanish. The word *playa* had the same meaning as its original English word *player* despite the different spellings. The Spanish word *ke* also meant the same as its original word *que*. Both modified words were also pronounced the same as the standard spellings.

3) Sample F002

*going to the beach, hanging out with mah amigos y amigas*

*Dis* goes for all the hating ass perras *ke* andan aya fuera si no te caijo bien pos *kitate* de mi pagina

4) Sample F010

**PL@Y@ 4 LIFE!**

**4.2.2.3. Initialism**

Seeing the fact of MocoSpace as mobile network that enabled users to connect to the site by mobile devices, the users also employed initialism in writing Leetspeak. They take the first letter of each word in a phrase to deliver a message without typing so much. The initialism did not change the meaning of the phrases. Below are examples of initialism in Leetspeak.

1) Sample F002

*0mg* im alm0st turning 19 on jan 17 d0nt f0rget t0 say happy bday :-)

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
2) Sample F019

HMMM L3TS S33 W3LL I LIV3 TO SING LIKE 24/7 LOL

3) Sample F020

НМУ if υ ωαииα киσω мσяє

OMG and LOL were ones that are easily understood by many. By seeing the context, OMG replaced the expression of *Oh, my God*, while LOL was meant to express *laughing out loud*. Meanwhile, HMU was one of the most common initialism found in MocoSpace profiles that stood for *hit me up*. These abbreviations of expression saved time in typing and ease the users as well. They were also mutually intelligible among the users.

4.2.2.4. Coinage and Specific Terminology

The researcher commonly found some terminologies that were not commonly used outside the MocoSpace mobile network, such as *haters, hyna, cholos*, etc. These words were specifically to MocoSpace users, and the users of the mobile sites understand the meaning of those terminologies. Below are examples of specific terminology found in Leetspeak used by the MocoSpace users.

1) Sample F018

Fúk мý HâTëR$ 

2) Sample M001

10v3 2 all tha s3xy hyx@$ 😏😈 fuk th@ h@t3r$ 😡
3) Sample M003

ima talk 2 u laterz fuck haterz

The researcher commonly found the users coined the term *haters*. This term also always came with an expression that showed their dislikeness toward haters. In Leetspeak in MocoSpace, *haters* were those people who would infuriate the user because their disagreement toward the user.

Other examples coined by the Hispanic users of Leetspeak in MocoSpace are *hynas*, *cholos*, *homies*, etc. Unlike *haters* in the previous examples, these terminologies had more positive meaning. All of them refer to a person who was cool to be hanging out with. Please see Table 4.8. to see more terminologies.

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cholos</td>
<td>cool Mexican guys</td>
</tr>
<tr>
<td>hater</td>
<td>users who like to create problems, do drama, etc.</td>
</tr>
<tr>
<td>Hoe</td>
<td>short for <em>whore</em>, a female hater</td>
</tr>
<tr>
<td>homiez</td>
<td>home boys</td>
</tr>
<tr>
<td>homita</td>
<td>female version of home boys</td>
</tr>
<tr>
<td>hyna</td>
<td>sexy and cool Hispanic girl</td>
</tr>
<tr>
<td>mami</td>
<td>Hispanic lady</td>
</tr>
<tr>
<td>mijaz</td>
<td>female friends</td>
</tr>
<tr>
<td>mijoz</td>
<td>male friends</td>
</tr>
<tr>
<td>nikka</td>
<td>a nigger</td>
</tr>
<tr>
<td>playa</td>
<td>a player of love, usually good looking, cool and sexy</td>
</tr>
<tr>
<td>vato</td>
<td>sexy and cool Hispanic boy</td>
</tr>
</tbody>
</table>

**Table 4.8.** Specific terminology found in MocoSpace

4.2.2.5. Onomatopoeia

Spoken language is relatively different from the written ones. Leetspeak used by the users were mostly spoken languages that are put into written forms. Hence,
there were many onomatopoeia features such as *hahaha* found in Leetspeak used by MocoSpace users.

1) Sample M003

**Hahah** well im home again lookin 4 tha party wherz it at

2) Sample F019

**HMU** I DNT BIT3 ...HARD **JEJE**

Both examples above showed that onomatopoeia was used among Leetspeak users. In both examples, the users wrote the sound of laughing. The first one was written in English phonology, meanwhile the second one was written under the influence of Spanish phonology, in which Spanish *j* sounds almost similar to English *h*.

4.2.3. Other Linguistic Features

In Leetspeak used by the MocoSpace users, the researcher also found features that characterised it. They included lacking of punctuation and capitalisation.

4.2.3.1. Punctuation

One characteristic that could be clearly seen from Leetspeak used by MocoSpace users was the punctuation. Standard English requires written language to have correct punctuation. However, the nature of Leetspeak that has loose rule of punctuation allows the user to incorrectly placed punctuations, and even omitted them.
Sample F017

Im a gRl tHaT lOvEs 2 hAvE fUn wTh mY mAn' &' i aLwAyS lYk sPeNdInG mY dAy wTh hYm &' nOl eLsE...i lYk cHiLiN wTh mY FaMiLiA & hAvE a gUd tYm...i lYk mEcT nEw pPl b'T i hAtE fAkE bItChEs & hOeS...i kAn bE A kOol pErSoN 2 b aRoUN d wTh b'T wEn tHeY gEt oN mI nErVeS i KaN bE a tOtAl bItCh...Im aLaWaYs a pErSoN tHaT WiLL sAy tHe tRuTh iF i dNt lYk yUh kUz i dNt lYk tAlKn sHyt bEhInD pPls bAk...i kOoD bRiGhTn uR dAy iF i kAnT brlGhTn mY oWn...b'T hIt uP mY iNbOx iF yUh wAnNa kNo mOrE aBt mE...

In the example above, it is shown that the user employed punctuation in typing her profile. However, she did not use the punctuations correctly. Full stop was a punctuation that indicates the end of a sentence. The user used full stop for every end of the sentence but she preferred to multiply the full stop. The word do not used single quotation mark (‘) in elicitization, which turned it into don’t. However, the user did not employ the quotation mark in writing don’t, instead she wrote dnt. She instead used quotation mark after the word man which was not proper and did not create any meaning.

4.2.3.2. Capitalisation

Standard English also has rules on which letter should be uppercased in a written sentence. However, the Leetspeak users in MocoSpace did not follow the capitalisation rule of Standard English. The researcher found three types of capitalisation used by MocoSpace users, i.e. lowercase, in which the users did not uppercase any letter they wrote; alternate capitalisation, where the users wrote in uppercase and lowercase alternatively; and uppercase, in which the user uppercased all the letters they wrote.
1) lowercase

just a normal guy dat luvz traveling my name iz sergio but everybody callz me luvbug oh yaeh i do luv workin rite now lookin 4 a job cuz itz real zlow rite now zo yaeh just hit me up when ever u want im alwayz here

2) alternate-capitalisation

WhAtS Up DiS b3 Ur GiRl LA.LOKA CoMiX FrOm ThAt Wa Ya KxO Xo HaT3R Ox Mi PaG3 Xd Xo P3rVs PlEaSe WiLl I Am DwN To 3artH OpEx MiNd3d I HaV3 A GoOd H3aD OvEr My Sh OuLd3rS I LiK3 To Go Sh OpPiNx BaIl3s MoViEs TaV3L So U LiK3 WhAt U H3r3 G3t At M3 FuCk U HaT3r Nd FaK3 StUcK Up BiTCh3s Ox H3r3 If U LiK3 WhAt U S33 G3t At M3?

3) uppercase

WATS GOOD MOCOSPAC3RS THE NAM3 B3 LOCA OR MS.CYNTHIA IM CURR3NTLY SINGLE SO LADI3S HMU I DNT BIT3 ...HARD JEJE ...JST H3R3 FOR FRI3NDS MAYB MORE ...BORN N RAISED IN NEW MEXICO

The previous discussion shows that Leetspeak could be identified by its orthography and morphology. Orthographically, Leetspeak was formed by combining Roman alphabets and other orthography similar to Roman (e.g. Cyrillic, Greek, etc.), numbers, and ASCII characters. Morphologically, words and phrases written in Leetspeak orthography were formed by various morphological phenomena including letter replacement, reductions and shortenings, onomatopoeia, initialism, and coinage and specific terminology. Punctuation and capitalisation also brought distinction to the Standard English.
4.3. The Influence of Spanish in the Leetspeak

Speakers of Spanish in the United States have been rapidly growing following the influence of Spanish-speaking immigrants from Latin America countries. This condition also influenced the use of Spanish in the Leetspeak used by Hispanics. The influences have influenced the mix use of languages acquired by the bilingual users. This phenomenon is called code-switching by Lance (1975) as cited by Poplack (2005). Besides using English to write Leetspeak, the users who had acquired Spanish would also code-switch in Spanish alongside with English in writing Leetspeak.

In spite of the users’ Hispanic background, less than one-tenth users used Spanish in writing Leetspeak on their profiles. In fact, the users wrote Leetspeak with English as the base language of their utterances. The researcher divided the language use of writing Leetspeak into nine coding categories, *i.e.* Leetspeak only (Lx), Leetspeak only with English as the base language (Le), Leetspeak only with Spanish as the base language (Ls), Leetspeak only with English-Spanish code-switching as the base languages (Les), Standard English only (E), Standard Spanish only (S), Standard English-Leetspeak code-switching (EL), Standard Spanish-Leetspeak code-switching (SL), and Standard English-Standard Spanish-Leetspeak codeswitching (ESL). The categorisation is based on the characteristics of each language (Leetspeak, Standard English, and Standard Spanish). Leetspeak, *per se*, is divided into four categories in this study depending on the base language of the utterances.
Table 4.9. Language used in writing Leetspeak

The most commonly used language by the users was Leetspeak. More than half of the written utterances produced by the users were written solely in Leetspeak. Among the Leetspeak used by the users, Leetspeak that were based in English formed the majority of the written utterances produced by the users, which made up to 53.97% of the total written utterances. The second most commonly used language by the users was the code-switching of Standard English and Leetspeak, which made up to almost one-third of the total written utterances. Code-switching in Standard English, Standard Spanish, and Leetspeak made up to 5.30% of the total written utterances. Leetspeak based on English and Spanish code-switching was the fourth most commonly used language of the total 302 written utterances. Less than one-tenth of the total written utterances were written in languages other than previously mentioned. From the findings, the researcher concluded that even though the users acknowledged being of Hispanic descendants, Spanish did not bring big influence to
the Leetspeak used by the users. In fact, Spanish only brought influence to less than 15% of the total utterances produced.

Since this research focused on Leetspeak within the English language, the researcher only discussed written utterances that were grouped to Leetspeak that contained or code-switched with English. They include Leetspeak only with English as the base language (Le), Leetspeak only with English-Spanish code-switching as the base language (Les), Standard English-Leetspeak code-switching (EL), and Standard English-Standard Spanish-Leetspeak code-switching (ESL).

4.3.1. Leetspeak with English as the Base Language

More than half of the written utterances produced by the users were written in Leetspeak with English as the base language (Le). These utterances fell into this category since they did not have a single morpheme written in Standard English within the utterance. Below are examples of English utterances written in Leetspeak.

(1) Sample F006

BiKiNi BoTtOm w3r3 ii BiN fUkIn SpOnGeBoB

Transcription of F006

<table>
<thead>
<tr>
<th>Leet</th>
<th>BiKiNi</th>
<th>BoTtOm</th>
<th>w3r3</th>
<th>ii</th>
<th>BiN</th>
<th>fUkIn</th>
<th>SpOnGeBoB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>Bikini</td>
<td>Bottom</td>
<td>where</td>
<td>I</td>
<td>(have) been</td>
<td>fucking</td>
<td>Spongebob</td>
</tr>
</tbody>
</table>

(2) Sample M006

BiItcHes dNtt cALI mE bY Mah nAmE
On the previous examples, it is shown that Leetspeak used by the users were based on English. They were switched into Leetspeak by the users by creatively playing the common characteristics of it, including the orthography and morphology. Leetspeak using English as the base language were the most common type.

4.3.2. Leetspeak with English-Spanish Code-switching as the Base Language

Standard Spanish only influenced slightly more than eight per cents of the total 302 utterances despite the acknowledgement of the users stating that they were Hispanic. However, ten written utterances that fell into the category of utterances written in Leetspeak only (L) were actually containing Hispanic influence. This influence can be seen in the use of English-Spanish code-switching used as the base language of the Leetspeak used.

(1) Sample F017

… tHeY gEt oN mI nErVeS…
The previous examples showed how the users wrote Leetspeak based in English-Spanish code-switching. On the first example, which was actually part of a longer sentence, the user wrote in English sentence pattern, yet she inserted a Spanish word to the sentence. The already-code-switched sentence was then written in
Leetspeak. On the second example, it could be seen that the user expressed her hatred to the people from the north side of the city where she lived by coining the word norputos, which could be broken down into north and putos (fuck in Spanish). The user wrote this code-switched written utterance in Leetspeak.

4.3.3. Standard English and Leetspeak Code-Switching

The alternation of English and Leetspeak would create a code-switching of proper English and Leetspeak. The code-switching can be seen in the alternation of the lexicons in a sentence. Below are examples of English and Leetspeak code-switching used by the users.

(1) Sample F023

Im Not Interested In Meetin' Any1 Else!

*Code-switching in F023*

<table>
<thead>
<tr>
<th>Eng</th>
<th>I’m</th>
<th>Not</th>
<th>interested</th>
<th>In</th>
<th>meeting</th>
<th>anyone</th>
<th>else!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leet</td>
<td>Im</td>
<td>Not</td>
<td>interested</td>
<td>In</td>
<td>meetin'</td>
<td>any1</td>
<td>else!</td>
</tr>
<tr>
<td>CS</td>
<td>Im</td>
<td>Not</td>
<td>interested</td>
<td>in</td>
<td>meetin'</td>
<td>any1</td>
<td>else!</td>
</tr>
</tbody>
</table>

(2) Sample M003

i fuckn hate fakerz they aint n0thn bt haterz
In both previous examples, it can be seen that the users used English to write Leetspeak. Despite the fact that English was the base language of the Leetspeak used above, some of the English words differed to those in Standard English. In the first example, Standard English was code-switched with Leetspeak creating a Leetspeak written utterance containing Standard English. In the second example, there were more Leetspeak words compared to the Standard English words used. However, it was still categorised as code-switching as the user switched the language in one sentence.

4.3.4. Standard English, Standard Spanish and Leetspeak Code-Switching

Despite the fact that de facto official language of the United States is English, Spanish is spoken as their mother tongue by the Hispanic descendants. The users of MocoSpace who were English-Spanish bilinguals would also alternate the languages that they acquired in writing Leetspeak. This alternation created code-switching of English, Spanish and Leetspeak in their written utterances.
1) Sample F004

well gracias pOr accepTar eL request.!

*Code-switching F004*

<table>
<thead>
<tr>
<th>Eng</th>
<th>Well</th>
<th></th>
<th></th>
<th>request!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spa</td>
<td>gracias</td>
<td>por</td>
<td>acceptar</td>
<td>eL</td>
</tr>
<tr>
<td>Leet</td>
<td>well</td>
<td>gracias</td>
<td>pOr</td>
<td>accepTar</td>
</tr>
<tr>
<td>CS</td>
<td>well</td>
<td>gracias</td>
<td>pOr</td>
<td>accepTar</td>
</tr>
</tbody>
</table>

2) Sample F011

mi name Damaris

*Code-switching F011*

<table>
<thead>
<tr>
<th>Eng</th>
<th>name</th>
<th>(is)</th>
<th>Damaris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spa</td>
<td>mi</td>
<td>(es)</td>
<td>Damaris</td>
</tr>
<tr>
<td>Leet</td>
<td>mi</td>
<td>name</td>
<td>---</td>
</tr>
<tr>
<td>CS</td>
<td>mi</td>
<td>name</td>
<td>Damaris</td>
</tr>
</tbody>
</table>
The previous figures showed the code-switching of English and Spanish in Leetspeak. The first example showed how the user tried to express her gratitude for the friend request sent to her profile by other users. In that sentence, it was shown how an English noun request was preceded by a Spanish article el (Eng: the). In the second example, an English noun name was also preceded by a Spanish possessive pronoun mi (Eng: my). While in the first example the Leetspeak code-switching appears on the orthography, in which alternate capitalisation was employed, in the second example Leetspeak code-switching appears on the loose grammar rule, i.e. the absence of to be to connect subject 1 (mi name) and subject 2 (Damaris), either in English (is) or Spanish (es).

Based on the discussion, it can be concluded that young Hispanic American users of MocoSpace switched their English with Leetspeak and Spanish in writing in their profile. They wrote Leetspeak using English, Spanish, or combination of both. The English-Leetspeak code-switching occurred when the users write the message by combining standard variation of English and Leetspeak. The switching of both variations could be found in the alternation of the lexicons used by the users. The code-switching of English, Spanish, and Leetspeak occurred when the users employed both English and Spanish lexicons in a sentence. The English used by the users also varied, hence it creates Standard English-Leetspeak code-switching in an English-Spanish code-switched sentence.
CHAPTER 5

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

This last chapter is divided into three parts, *i.e.* conclusions, recommendations, and implications. The conclusions are to sum up the findings of the discussions of the study. It contains the answers of the three problem formulations. The recommendations are aimed to give suggestions to the readers regarding the problems in this study. The implications contain how the study is implicated in English and/or English linguistic teaching.

5.1. Conclusions

The conclusions refer to the research findings and discussions in accordance with the research problems of this study. First, the finding showed that each written utterance written in Leetspeak contains language functions defined by Jakobson (1960), *i.e.* referential, expressive, conative, poetic, phatic, and metalingual. Based on the findings, it could be concluded that majority of the Leetspeak used by the user in MocoSpace functioned as referential, as the user would mostly use Leetspeak to describe themselves in their profile pages. Although the nature of Leetspeak was to avoid mutual intelligibility between those who comprehend Leetspeak and those who do not, Leetspeak does not function as metalingual in Leetspeak community.

In regards to the second problem, it could be seen that Leetspeak contained abundant word formation, orthographically and morphologically. The most obvious feature of Leetspeak was its orthography, in which the user would write by
disregarding standard and proper English or Spanish orthography. Capitalisation, numbers, and characters that contained unique meanings in proper English writing, were used differently by Leetspeak users in MocoSpace. Any letters, numbers, and characters that look similar to the 26 Roman letters would be used to write Leetspeak. Their unique meanings were also disregarded. Leetspeak users also creatively coined new terminologies such as *cholos, vato,* and *hyna* as well as employed other morphological phenomena to create Leetspeak. The morphological phenomena included letter replacement, reductions and shortenings, initialism, and onomatopoeia.

The third problem focused on how the user switch the languages they used, i.e. Leetspeak, English, and Spanish. The findings showed that the users of Leetspeak disregarded rules of writing language properly. This was also shown in the code-switching that can be found among the users. The users switched between English and Leetspeak itself. In writing Leetspeak, the users wrote in proper English and Leetspeak in one message. Some of the users, considering they are coming from Hispanic background, used three languages in one message instead. They were English, Spanish, and Leetspeak. Leetspeak could also be based any language, including English, Spanish, or English-Spanish code-switching.

5.2. Recommendations

Using the findings of this study, some recommendations are proposed to further researches and practical uses. Future researchers are encouraged to explore more areas on the characteristics of Leetspeak, which include its orthography and
morphology. Finding the regularity of the characteristics need further analysis and further studies since Leetspeak is a new phenomenon in Linguistic world that has been developing in accordance to the development of internet. Further analysis and study of this Leetspeak will also contribute on the Linguistics studies, particularly on language variation studies.

The study of code-switching among the Hispanic population of the United States can be explored more, particularly on more contemporary issues of Linguistics, such as Netspeak and Leetspeak. The influence of Spanish language towards English has become more obvious as the Hispanic population of the United States is steadily growing. Further study of code-switching, particularly on Netspeak and Letspeak, will also contribute in the field of language variation studies.

5.3. Implications

For educational purposes, this study contributes important information to the practise of English Linguistics lecture. Morphology and Language Variations are parts of Linguistics studies and related to each other. Contemporary issues will be more interesting to study and they can be added as supplements for the lectures in order to broaden the knowledge of the students.

The study of the characteristics of Leetspeak can be a supplementary material for Morphology class. Students will not only learn the morphological phenomena from common languages, but also contemporary language, such as Leetspeak. Leetspeak, which can be based in any language, have broad issues to discuss and analyse.
The study of code-switching can also be enriched by the code-switching of Leetspeak and English, and/or other languages. Leetspeak is not limited to English, and since English has become the language of international communication, the code-switching of Leetspeak, English, and students’ language are also possible, including Indonesian.
REFERENCES


APPENDIX 1

SELECTED Profiles

F001

NAME: Melissa 23 F
Relationship: Single
Parent
Latino / Hispanic
2/12/12
2/12/12
2,856
Propose

Add Friend
Like

Looking For:
Friends

Sexual Orientation:
Bi

Children:

Ethnicity:

Education:

Last Login:
0/23/12

Profile Views:
2,366

Relationship:

Love (3)

SINGLE 😊

Updated 36 mins ago • Comment (2)

就在附近加入

我的游戏

424 Creds

Cute on Boob
Street Wars

朋友们的评论 (58)

Add Comment:
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

F007

ivette / 19 F / IL

Add Friend

Like 1

Looking For: Friends
Relation: In a Relationship
Sexual Orientation: Straight
Children: Yes
Ethnicity: Latino/Hispanic
Education: High School Grad
Last Login: 5/23/11
Member Since: 6/27/10
Profile Views: 3,028
Relationship: Propose

Love (2)
Ban User
Report User

its been 5 month that u guys gone bt mami will never forget abt u
Updated May 11, 2011 • Comment

My Games
0 Creds

PLAY

Street Wars

Friends Comments (24)
View All

Add Comment:

It
iv3tt316 May 11, 2011
Comment

Hola linda
x_fill_x May 11, 2011

ola como estas qjla q y gua ala foto buena buena buena damm
scrapit14 Mar 17, 2011
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
F012

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

F013

LOOK IM TAKEX "BEN&DORA" 11"20'11 WE BAK TOGETHA SRRY I AXT GOXA LEAVE HIM FO NO OTHA VATO HEZ MY WRLD MY EVERYTHANG

Updated 23 days ago • Comment

Looking for: Friends
Relationship: In a Relationship
Sexual Orientation: Bi
Children: Same sex
Ethnicity: Latino / Hispanic
Education: High School Grad
Last Login: 2/21/12
Member Since: 2/7/11
Profile Views: 8,536
Relationship: Married to xJoHl_i41d.x

Love (16)
Copy Background
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

F015

jasmin / 18 F / lubbock, TX

Looking For: Friends
Relationship: Single
Sexual Orientation: Bi
Children: Someday
Ethnicity: Latino / Hispanic
Education: Some High School
Last Login: 10/5/12
Member Since: 4/9/10
Profile Views: 12,167
Relationship: Propose

Love (43)
Copy Background

anyone btween 18-19 wanna text???
Updated Aug 2, 2012 · Comments (10)
Add Comment:

Hey...I jasmine...bt i go bi twinklz...i sideen n i bl...i luv to bt blu gla hav sum to tik bout...i usually cht giv mi num out bt sum ppl i special n get it neways...😊 if u wna tik hit me up...Jataz...

My Games
60,383 Creds

Play

Friends Comments (86)
Add Comment:

whats good got at me
r4m05 Aug 26, 2012

Play

Play

Play

Play
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
97

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
F018

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

F019
Got Fast 6 and Hangover III. Fast 6 shows good a bit shaky n Hangover 3 is watchable.

Comments:
Add Comment:
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

F021

: FUCK LOV3:.. Y FUCK U PAOLA U NEVER LOVED ME ANYWEYZ qvo deleting diz page sumtime monday add my other page la_loca_cholita13 😂 😂

Updated May 22, 2011 • Comments
Add Comment:

Qvo homiez y homita diz b3 da one and only ashley aka la cholita iam a b3 sing31 hyne ~.: sing31 por vidaz: fuck 10v3~ pero fuck 10v3 i wont let it destroy m3... pero fuck love dont get m3 wrong homiez y homita! i love the kisses and hugs pero to sit th3/3 and cry over a f40 y hyne? Fuck all dat im a keep me cool anywayz: i am out diz bitch atato mi les y muy muwhn besos nd me up 😊

FRIENDS COMMENTS

Add Comment:

No comments found
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

M003

Hahah well im home again lookin 4 tha party wherz it at

Updated last Wednesday • Comments

Add Comment:

Fuck bitches there probably just snitching b they will get hit by ur 50y bitchaz fuckn hate bullshlt kuz its all full of shit b greenz can be easy b im sneaky i lyk 2 rme lyk its a fima when people be dpin dimez im jst tryna say my linez im lyk speed bt ima take tha lead i got tatooz b i lyk 2 rap 2 pt it down 4 my nation where i got a relation 523 383 SELLZ AZ u feelin me my life iz lyk a bullet u snap n pull it aint n0thng im tryna say sumthng when kinz be bumpin i did druz when ganga be wazn lutz naha im jst ma jst need a girl 2 lean 0n me i fuckn hate fakers thay and n0thng b haterz they can 0ut speak me im jst given u a sneak peak bt ima talk 2 u laterz fuck haterz

My Games

Match Me
Street Wars

Relationship: Single
Sexual Orientation: Straight
Children: Somedaz
Ethnicity: Latino / Hispanic
Education: Some High School

3,812 Credits
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### APPENDIX 2

**TRANSCRIPTION, FUNCTIONS OF LANGUAGE, AND CODE-SWITCHING**

<table>
<thead>
<tr>
<th>Code</th>
<th>Age</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>F001</td>
<td>23</td>
<td>New Mexico (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>ἔχω→→→μέλλω</td>
<td>Name → Melissa</td>
</tr>
<tr>
<td>ἀγέω→→→23χρονος</td>
<td>Age → 23 years young</td>
</tr>
<tr>
<td>ᾠδάω→→→4χρονη θεία μου</td>
<td>Kids → 4-year-old daughter</td>
</tr>
<tr>
<td>ἐστι</td>
<td>Status → single</td>
</tr>
<tr>
<td>ἡ δόξα του ποδοσφαίρου</td>
<td>Football Team → Dolphins</td>
</tr>
<tr>
<td>ἡ πολιτική του γιου</td>
<td>Baseball Team → Yankees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions of Language</th>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code-Switching</th>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 e</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Hey ppl!!! well lets start by the name is Yadira Garcia Lopez but people call me Yadi or Weeeita. I blow the candles on January 17, 1993 so write it down in your calendar. I’m in twelve grade at Grossmont High School. The type of girl I’m is nice, sweet, friendly, and cool girl to talk. What I like to do for fun is going to party, going to the beach, hanging out with my amigos y amigas. The type of music I like is Duranguense, Oldies, Bachata, Cumbia, Merengue, Reggaeton, Corridos, Chicano rap. This goes for all the hating ass perras que andan aya fuera si no te caijo bien pos quidade de mi pagina nadien te esta dicendo que la veas y no estoy aqui para sorputar tu envidia.

OMG, I’m almost turning 19 on Jan 17. Don’t forget to say happy birthday.

Hey people! Well, let’s start by the name is Yadira Garcia Lopez but people call me Yadi or Weeeita. I blow the candles on January 17, 1993 so write it down in your calendar. I’m in twelve grade at Grossmont High School. The type of girl I’m is nice, sweet, friendly, and cool girl to talk. What I like to do for fun is going to party, going to the beach, hanging out with my amigos y amigas. The type of music I like is Duranguense, Oldies, Bachata, Cumbia, Merengue, Reggaeton, Corridos, Chicano rap. This goes for all the hating ass perras que andan aya fuera si no te caijo bien pos quidade de mi pagina nadien te esta dicendo que la veas y no estoy aqui para sorputar tu envidia.
Code : F003
Age : 18
Location : New Mexico (2)

Data | Transcription
--- | ---
No konosko al gato kn botas pero si konosko a las perras kn takones n ill say fuk off. | No conozco al gato con botas pero si conozco a las perras con tacones and I'll say fuck off.

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Comment [i-[20]: Ref 1 – SL
Comment [i-[21]: Ref 2 – ESL
<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eresz Mii Szol...!! Mii Viida...!! Mii Amor...!! Te Amo ii Te Adoro Kon Todo Mii Corazon...!!&lt;33</td>
<td>Eres mi Sol! Mi Vida! Mi Amor! Te amo y te adoro con todo mi Corazon!</td>
</tr>
<tr>
<td>well gracias pOr accepTar eL request! sigue eN coNtacto! sÒ que haciendo.?</td>
<td>Well, gracias por acceptar el request! Sigue en contacto! So que haciendo.?</td>
</tr>
</tbody>
</table>

### Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Data Transcription
At A.Town where haters get dropped...
Well all i could say iis ii do blaze iit my name iis Rosa but they call me BARBIE ii play sports iim straight dats for sure n anything else jst ask dnt be a strangee

Functions of Language
Referential  | Expressive  | Conative  |
---|---|---|
4 | 0 | 2 |

Code-Switching
L only  | E only  | S only  | EL  | SL  | ESL |
---|---|---|---|---|---|
0 | 0 | 0 | 7 | 0 | 0
BiKiNi BoTtOm w3r3 ii BiN fUkIn SpOnGeBoB LoL. LOL.

I want a nigger that whenever you call or text he replies or answer quickly and whenever you tell him to come over, he runs here.

Time to take some notes.

Name: Bee Jay

I love Jordans, Hello Kitty, weed, dinosaurs, robots, owls, a lot of random shit.

5+2+10-1 Solve it, that’s my age if you don’t know. Math too bad.

Don’t call me mami!
Code : F007  
Age : 19  
Location : Illinois (1)  

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>its been 5 month that u guys gone bt mami will never forget abt u</td>
<td>It’s been 5 month that you guys gone but mami will never forget about you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referential</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code-Switching</th>
</tr>
</thead>
<tbody>
<tr>
<td>L only</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
Code: F008
Age: 20
Location: Washington State (1)

Data Transcription
ix mi vatos w3t dr3ams
WhAtS Up DiS b3 Ur GiRl LA.LOKA CoMiX FrOm ThAt Wa Ya KxO Xo HaT3R Ox Mi PaG3 Xd Xo P3rVs PLEaSe WiL11 Am DwN To 3arH OpEx MiNd3d I HaV3 A GoOd H3aD OvEr My ShOuLd3rS 1 LiK3 To Go ShOpPiNx BaIl3s MoViEs TaV3L So U LiK3 WhAt U H3r3 G3t At M3 FuCuK U HaT3r Nd FaK3 StUcK Up BiTCh3s Ox H3r3 If U LiK3 WhAt U S33 G3t At M3?

In mi vatos wet dreams
What’s up? This be your girl La Loca coming from that what you know no hater on mi page and no perverts please. I am down to earth, open minded, I have a good head over my shoulders. I like to go shopping, ballets, movies, travel. So you like what you here, get at me. Fuck you hater and fake stuck up bitches on here. If you like what you see, get at me.

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>9e</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Hey you guys and girls. My name is Luz but you can call me Lucy! I am from Chuco Town by Northeast. I speak Spanglish and English. I am Mexican American. I was born here in Chucho Town. My hobbies are mall, movies, party, dance, drink. I finally did it! I graduated from Parkland High School. Going to El Paso Community College to study Resister Nurse. If you want to know more about me, here my # as a friend 915-282-2500.
Hi! My name is Lisa. I'm a mother of 3 beautiful boys who are almost grown. I like pretty much everything and very open-minded. Any other questions, don't hesitate to ask. G's up Hoo's down. Player for life!

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>5e</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Code  : F011  
Age  : 20  
Location : New Mexico (5)  

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOwN iiN BurQu3</td>
<td>I got your message inbox but I don’t need to read. I got y’all deleting though and I don’t use here often because I have own Facebook. It’s the best.</td>
</tr>
<tr>
<td>mi name Damaris D Castro-Cruz, im full Hispanic i was born become Hard of Hearing (DEAF) use Sign Language also i was born Chihuahua Mexico move down New Mexico, Albuquerque nd i got wonderful Son nd Daughter im still around mi babys’s daddy Andrew I Cruz for support me and the kids. We share for kids the important also Baby Daddy Live w me Since Mi Kids Born cuz I love him so much well I don’t give fuckin Shit bout us so i dnt care what y’all think then LEAVE THE FUCKIN ALONE nd let bout me im so cool person always make people laugh nd i love it but im not type of drama ill always away from drama i always keep ingore its not worth for me and i love going out travel, shopping, hangout nd many hobbies whenever what i want to *IM</td>
<td></td>
</tr>
</tbody>
</table>
Data

<table>
<thead>
<tr>
<th>Code</th>
<th>Age</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>F012</td>
<td>20</td>
<td>Texas (2)</td>
</tr>
</tbody>
</table>

Data Transcription

Taken Te amo Babe It was a ring yeyy I was so happy Best valentines ever Love love love. My name is Alyssa am 20 years young I need a true vato in my life I am tired of all the little kid games I want a real man who knows how to treat a hyna and love her.

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th></th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>L only</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
LOOK IM TAKEX "BEN&DORA" 11-20-11
WE BAK TOGETHA SRRY I AXT GOXA
LEAVE HIM FO NO OTHA VATO HEZ MY
WRLD MY EVERYTHANG

Name: Esa Shorty Loc
Age: just a number
Single: No; Taken: Yes
I'm a down as hyna for anything alright. I'm a bisexual girl, so don't think I'm a hoe, slut, etc. 'cause I'm not and don't it get twisted in your motherfucking head, alright. First, dumbass that says that, Imma kill you if you think I'm playing. I'm not. I'm down for my hood sure talk shit get killed no joke. I love to party, get drunk and have a good time with the homeboys and homegirls. Yes, I'm taken by the best vato. I love him to death even though we have ups and downs every day. If you bitches think you can't take my place, bitch, I will, you yourself. If you wanna try me, go for it 'cause I don't take no BS from no stupid as bitch. I love spending time with my family; wanna know more just ask. DUCEZ.
Code: F014  
Age: 19  
Location: Texas (4)

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMG ‘iLove My Babie Girl’ Shes Evrythinq</td>
<td>OMG, I love my babie girl. She’s everything anybody would wish for.</td>
</tr>
<tr>
<td>Anybody Would Wish For😊</td>
<td></td>
</tr>
</tbody>
</table>

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1e</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Comment [i-[126]: Exp 1 - Le  
Comment [i-[127]: Ref 1 – EL  
Comment [i-[128]: Ref 2 - EL
Code: F015
Age: 19
Location: Texas (5)

Data
heyy...i jasmine..bt i go bi twinklz...i sixteen n i bi...i luv to txt btu gta hav sum to tlk bout...i usually dnt giv mi num out bt sum pplz r special n get it neways... if u wna tlk hit me up...lataz...

Transcription
Hey, I Jasmine, but I go bi twinklz. I sixteen n bi. I luv to txt but you gotta have some to talk about. I usually don't give mi num but some peoples are special and get it anyways. If you wanna talk hit me up. Later.

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2e</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Code : F016  
Age : 19  
Location : Texas (6)

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aye wasupp 1st off tha names lia (A.K.A) BOOKIE i stay n tha ShangRI la TX also do ink so if u guys ever need any thing hit me up &quot;n&quot; ill no doubt hook u up ☞ Shang ℛ i ℓa TX☜ also do ink, so if you guys ever need anything, hit me up, and I’ll no doubt hook you up. Fixing to start post n ma shyt up pretty soon, so u guys can see how i get down, so no worries, nd one more thing DON’T go add n mah ass jus 4 tha fuk of it don’t b a strangr or yewll be deleted.</td>
<td>Aye what’s up? First off the name’s Lia a.k.a. Bookie. I stay in the Shangri La, TX. Also do ink, so if you guys ever need anything, hit me up, and I’ll no doubt hook you up. Fixing to start post and my shit up pretty soon, so you guys can see how I get down, so no worries, and one more thing DON’T go add and my ass just for the fuck of it. Don’t be a stranger or you will be deleted.</td>
</tr>
</tbody>
</table>

**Functions of Language**

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Code-Switching**

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1e</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Data Transcription
I'm a girl that loves to have fun with my man and I always like spending my day with him and no one else. I like chilling with my familia and have a good time. I like meet new people but I hate fake bitches and hoes. I can be a cool person to be around with but when they get on my nerves I can be a total bitch. I'm always a person that will say the truth if I don't like you cause I don't like talking shit behind people's back. I could brighten your day if I can't brighten my own. But hit up my inbox if you wanna know more about me.

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hey what’s up? This is Liseth a.k.a. Morena. I’m 21 and single. I like to listen to all types of music but prefer Chicano rap. I only go out with Mexican cholos (21-24 only). I’m straight not bi or lesbian!!! Don’t call me babe, baby or mami cuz I ain’t your jefa foo! I’m pretty chill but can be a bitch if you get on my bad side! No fuckin’ rukos cuz I won’t add or reply! No pic no add! Fuck norputos. It’s all about the Southside!!! Fuck my haters. Anythin’ else just ask. Deuces!!!

Hey what’s up? This is Liseth a.k.a. Morena. I’m 21 and single. I like to listen to all types of music but prefer Chicano rap. I only go out with Mexican cholos (21-24 only). I’m straight not bi or lesbian!!! Don’t call me babe, baby or mami cuz I ain’t your jefa foo! I’m pretty chill but can be a bitch if you get on my bad side! No fuckin’ rukos cuz I won’t add or reply! No pic no add! Fuck norputos. It’s all about the Southside!!! Fuck my haters. Anythin’ else just ask. Deuces!!!

Hey what’s up? This is Liseth a.k.a. Morena. I’m 21 and single. I like to listen to all types of music but prefer Chicano rap. I only go out with Mexican cholos (21-24 only). I’m straight not bi or lesbian!!! Don’t call me babe, baby or mami cuz I ain’t your jefa foo! I’m pretty chill but can be a bitch if you get on my bad side! No fuckin’ rukos cuz I won’t add or reply! No pic no add! Fuck norputos. It’s all about the Southside!!! Fuck my haters. Anythin’ else just ask. Deuces!!!
What’s good Mocospacers. The name be Loca or Ms. Cynthia. I’m currently single, so ladies HMU. I don’t bite, hard jeje. Just here for friends maybe more. Born n raised in New Mexico. Hmmm let’s see. Well I live to sing like 24/7 LOL. I love bbal. My fav team of course are the Lakers and fav football team of course are the Raiders. Hate on it AJA anywho. I don’t disrespect any side. I don’t bang but I fuckin’ hate disrespectful bitches unless you disrespect me then good luck to you. I can be the sweetest girl, but fuck with me and you’ll see how much of a bitch I can be. Other than that I’m pretty chill n laid back. I can keep a good convo, so u better too. For the most part I’m down for whatevers n getting to know people.

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1x/18e/1s</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Code : F020
Age : 21
Location : New Mexico (7)

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name : Rissa</td>
<td>Age : 21</td>
</tr>
<tr>
<td>Bday : 11-14-91</td>
<td>favorite color : red n pink</td>
</tr>
<tr>
<td>Hometown : Denver</td>
<td>Favorite football team : Raiders</td>
</tr>
<tr>
<td>Single, not taken</td>
<td>favorite soda : dr. pepper</td>
</tr>
<tr>
<td>favorite candy : gummy bears</td>
<td>Likes : tattoos, texting, music, movies, rockers</td>
</tr>
</tbody>
</table>

Ok for everyone who don’t know me, I’ve had a f*cked up past n I’m learning from every stupid mistake I’ve made, I may sound like a b*tch n act like one but I’ve been threw a lot. I’m just trying to protect myself but I won’t judge u if u don’t judge me. Remember words n action make who u are but HMU if u wanna know more. Dueces.

Rissa

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1x/19e</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Code: F021  
Age: 24  
Location: Indiana (1)

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>W3r3 y0ur hyna is y and w3r3 your vato wanna be</td>
<td>Where your hyna is y and where your vato wanna be</td>
</tr>
<tr>
<td>Qvo homiez y homita diz b3 da one and only ashley aka la cholita iam a bi sing3l hyna <del>.: sing3l por vida..fuck l0v3</del>pero fuck l0v3 i wont let it destroy m3...pero fuck love dont g3t m3 wrong homiez y homitaz i love the kisses and hugs pero to sit th3r3 and cry over a foo y hyna ? Fuck all dat i m a keep ma cool anyw3y3z i am out diz bitch alrato mijaz y mijo muuwh besos hit me up</td>
<td></td>
</tr>
</tbody>
</table>

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>
Code: F022
Age: 19
Location: Georgia (1)

Data

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>♥ｍаІкИг jУИИг jАєтщ Like</td>
<td>Making funny faces like pornstars</td>
</tr>
<tr>
<td>♥҉ФллЙпѦЛщ</td>
<td>Ohh fuck, I'll start with, &quot;Dude, Go fuck off&quot;</td>
</tr>
<tr>
<td>ohh flk</td>
<td>My name’s omppalommpa</td>
</tr>
<tr>
<td>i'll start with.</td>
<td>My age is 122 + 2 + 32221 + 34 - 211 - 5</td>
</tr>
<tr>
<td>&quot;Dude, Go Fukk Off&quot;</td>
<td>My house is a dinosaur</td>
</tr>
<tr>
<td>my names omppalommpa☺</td>
<td>My dog’s name is fudger</td>
</tr>
<tr>
<td>my age is 122 + 2 + 32221 + 34 - 211 - 5</td>
<td>My street’s name is lol-Town</td>
</tr>
<tr>
<td>my house is a dinosaur</td>
<td>My dad’s name is rockaahbooba</td>
</tr>
<tr>
<td>my dogs name is fudger</td>
<td>My sister’s name is litto</td>
</tr>
<tr>
<td>my streets name is lol-Town</td>
<td>I have 5 twins</td>
</tr>
<tr>
<td>my dad’s name is rockaahbooba</td>
<td>Twinny</td>
</tr>
<tr>
<td>my sisters name is litto</td>
<td>Twat twin -</td>
</tr>
<tr>
<td>i have 5 twins .-</td>
<td>And twister</td>
</tr>
<tr>
<td>twinny</td>
<td>And beanie twin</td>
</tr>
<tr>
<td>twat twin -</td>
<td>And twincy</td>
</tr>
<tr>
<td>and twister</td>
<td>They’re more weirder than me</td>
</tr>
<tr>
<td>and beanie twin</td>
<td>I like apple pie</td>
</tr>
<tr>
<td>and twincy</td>
<td>What else?</td>
</tr>
<tr>
<td>they’re more weirder than me</td>
<td>Oh</td>
</tr>
<tr>
<td>i like apple pie</td>
<td>I have 2 bitches</td>
</tr>
<tr>
<td>what else?</td>
<td>You’re one of them</td>
</tr>
<tr>
<td>oh</td>
<td>The other died on moco street</td>
</tr>
<tr>
<td>i have 2 bitches</td>
<td>Epic story bruh</td>
</tr>
<tr>
<td>you’re one of them:</td>
<td>I’m in a relationship with Jiovanni</td>
</tr>
<tr>
<td>the other died on moco street</td>
<td>a.k.a. Hun</td>
</tr>
<tr>
<td>epic story bruh</td>
<td>my wifey’s Tiffany</td>
</tr>
<tr>
<td>i'm in a relationship with Jiovanni</td>
<td>a.k.a. wifey LOL</td>
</tr>
<tr>
<td>a.k.a. Hun</td>
<td>we met under the Moco sun</td>
</tr>
<tr>
<td>my wifey's Tiffany</td>
<td>aww How romantic</td>
</tr>
<tr>
<td>a.k.a. wifey lol</td>
<td></td>
</tr>
<tr>
<td>we met under the moco sun</td>
<td></td>
</tr>
<tr>
<td>aww how romantic</td>
<td></td>
</tr>
</tbody>
</table>

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>L only</td>
<td>E only</td>
<td>S only</td>
<td>EL</td>
<td>SL</td>
<td>ESL</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>1x/3e</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
First Off All I Do Have An Amazing Guy In My Life; My Bby Daddy! & Im Not Interested In Meetin’ Any1 Else! I Dont Add Guyz So Dont Bother Requestin’! Yhu Aint Gotta Know ’bout My Whole Life; So Come At Me Wid Respect & If Yhu Dont Like Me For Who I Am; Well Fuqk Yhu & Get Off My Paqe!

First of all, I do have an amazing guy in my life, my baby daddy! And I’m not interested in meetin’ anyone else! I don’t add guys so don’t bother requestin’! You ain’t gotta know ’bout my whole life. So come at me with respect and if you don’t like me for who I am, well fuqk you and get off my page!

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Off All I Do Have An Amazing Guy In My Life; My Bby Daddy! &amp; Im Not Interested In Meetin’ Any1 Else! I Dont Add Guyz So Dont Bother Requestin’! Yhu Aint Gotta Know ’bout My Whole Life; So Come At Me Wid Respect &amp; If Yhu Dont Like Me For Who I Am; Well Fuqk Yhu &amp; Get Off My Paqe!</td>
<td>First of all, I do have an amazing guy in my life, my baby daddy! And I’m not interested in meetin’ anyone else! I don’t add guys so don’t bother requestin’! You ain’t gotta know ’bout my whole life. So come at me with respect and if you don’t like me for who I am, well fuqk you and get off my page!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referential</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code-Switching</th>
</tr>
</thead>
<tbody>
<tr>
<td>L only</td>
</tr>
<tr>
<td>5e</td>
</tr>
</tbody>
</table>
Code: M001
Age: 18
Location: New Mexico (9)

Data Transcription
B1g b@d @xth0x¥ xu3v0 m3x1c0
K3ep th4t suR s1d3 uP -ux0 ocH0 c13te x0rthsh1ts fucK h4t3RS _
W@t up t1$ b3 b@@@@ Sur3x0 put1xg 1t d0wx 4 th@ Sur x3* 1m h3r3 2 f1x d3x3x0 g0t qu3st10n$ h1t m3 up im out p3ac3!! 0v3 2 all tha s3xy hyx @$ 💘 fuk th@ h@t3r$ _

Big bad Anthony, Nuevo Mexico
Keep that Sur side up. Uno ocho ciete northshits. Fuck haters.
What’s up? This be baby Sureno putting it don for the Sur. I’m here to find friends. If you got questions, hit me up. I’m out peace! Love to all the sexy hyenas. Fuck the haters.

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>7e/3es</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Data Transcription</td>
<td>Functions of Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>almzt gt lckd up 2day</td>
<td><strong>Referential</strong></td>
<td><strong>Expressive</strong></td>
<td><strong>Conative</strong></td>
<td><strong>Poetic</strong></td>
<td><strong>Phatic</strong></td>
</tr>
<tr>
<td>Just a normal guy that loves traveling My name is Sergio But everybody calls me luvbug Oh yeah I do love working right now for a job cuz it’s real slow right now So yeah just hit me up whenever you want I’m always here</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code-Switching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L only</strong></td>
<td><strong>E only</strong></td>
</tr>
<tr>
<td>1x/1e</td>
<td>0</td>
</tr>
</tbody>
</table>
Hahah well im home again lookin 4 tha party wherz it at

Fuck bichez there pr0bly snitches bt they will get hit by ur b0y stitches fuckn hate bullshit cuz itz all full of shit breezys can be eazy bt im sneaky i lyk 2 rime lyk itz a crime when pe0ple be dr0pin dimez im jst tryna say my linez im lyk speed bt ima take tha lead i g0t tatt0oz bt i lyk 2 rap 2 i pt it d0wn 4 my nati0n where i g0t a realati0n 520.383.SELLZ.AZ u feeln me my life iz lyk a bullet u snap n pull it aint n0thin im jst need a girl 2 lean On me i fuckn hate fakerz they aint n0thin bt haterz they can 0ut speak me im jst given u a sneak peak bt ima talk 2 u laterz fuck haterz

<table>
<thead>
<tr>
<th>Functions of Language</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referential</td>
<td>Expressive</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code-Switching</th>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1x</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Comment [i-[272]: Exp 1 - L
Comment [i-[273]: Pha 1 - E
Comment [i-[274]: Ref 1 - EL
Comment [i-[275]: Ref 2 - EL

Comment [i-[276]: Poe 1 - EL
Code : M004  
Age : 22  
Location : Washington State  

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>★•.•´¯`•.•★ ωєℓ¢σмє тσ 509ηαтιση's рσσфσле</td>
<td></td>
</tr>
<tr>
<td>★•.•´¯`•.•★ ★ ★</td>
<td></td>
</tr>
<tr>
<td>(,.<em>&quot; name: ★кιвбυσυн ★кιвυ ★</em>)</td>
<td></td>
</tr>
<tr>
<td>☀ \▌</td>
<td></td>
</tr>
<tr>
<td>single ☑</td>
<td></td>
</tr>
</tbody>
</table>

Welcome to 509 nation’s profile.  
Name : Kirbyson / Kirby  
Single  
Mr. Real  
Unique, amazing, original, realist  
Loving and god fearing  
Honest, caring, kind  
Too determined to be defeated  
Rules  
View my profile and talk  
No pic, no add, no fakes  
No lames, no boring people, no strangers

http://www.mocospace.com/0-tolerance  
http://twitter.com/509nation  
http://www.facebook.com/509nation

You have to actually talk to me to get to know me. I’m one of a kind.

Functions of Language  
<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comment [i-[277]]: Pha 1 - Le  
Comment [i-[278]]: Ref 1 - Le  
Comment [i-[279]]: Ref 2 - Le

Comment [i-[280]]: Ref 3 - Le  
Comment [i-[281]]: Ref 4 - Le  
Comment [i-[282]]: Ref 5 - Le

Comment [i-[283]]: Ref 6 - Le  
Comment [i-[284]]: Ref 7 - Le

Comment [i-[285]]: Con 1 - Le  
Comment [i-[286]]: Con 2 - Le  
Comment [i-[287]]: Con 3 - Le

Comment [i-[288]]: Con 4 - Le  
Comment [i-[289]]: Ref 8 - Le  

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>13e</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Code : M005
Age : 23
Location : California

Data Transcription
σвєу мє вяσ! ιи ℓαℓαℓαи∂ єαтιиg gυммιє ωιтн нιѕ вєσтιє
Juzt azk me
Just ask me.

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2e</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Code</td>
<td>M006</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Florida</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data**

```
[ Bitches don't call me by mah name. They call me Daddy.

Bailamoz, reimo.
Show no te soltava de la mano
Con tigo la noshee se me fue casi volando.
Aora solo suspiro.
Pues no se donde vives, no e vuelto a encontrararte. No se ni adonde llamarte.]
```

**Functions of Language**

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Code-Switching**

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2e</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Code: M007
Age: 22
Location: California

Data | Transcription
--- | ---
A LI3X B3TW33X LIF3 AX D3ATH | A life between life and death
ASK M3 | Ask me

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2e</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Code : M008
Age : 22
Location : Texas

Data | Transcription
--- | ---
San Luis Potosi | Jugar baseball, y fierro pal 01, far west, ok corral y todos los clubs de dallas. Que no vamos?? (+_+).

Functions of Language

<table>
<thead>
<tr>
<th>Referential</th>
<th>Expressive</th>
<th>Conative</th>
<th>Poetic</th>
<th>Phatic</th>
<th>Metalingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Code-Switching

<table>
<thead>
<tr>
<th>L only</th>
<th>E only</th>
<th>S only</th>
<th>EL</th>
<th>SL</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2e</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>