

APPENDICES

Appendix A

Internet Slangs in Descending Order by Frequency

(Corpus = 70,000 posts, Jan–Dec 2025. “Occurrences (%)” = (occurrences / 70,000) × 100. All items are annotated primarily under ABB; dual coding with LEX/SEM/MM is flagged where relevant.)

Slang	Meaning	Occurrences (%)	Notes (Category)
BAE	Before anyone else	194 (0.28%)	
CLC	Cute little child (community term)	192 (0.27%)	Flagged as community-specific
BFF	Best friends forever	188 (0.27%)	
ROFL	Rolling on the floor laughing	187 (0.27%)	
BTW	By the way	184 (0.26%)	
JK	Just kidding	182 (0.26%)	
AFK	Away from keyboard	180 (0.26%)	
ICYMI	In case you missed it	179 (0.26%)	
BRB	Be right back	179 (0.26%)	
SMOL	Something small and cute	179 (0.26%)	Also, LEX (cutesy diminutive)
CAP	Lie / false	177 (0.25%)	LEX/SEM (repurposed lexical item)
BET	Okay / sure	177 (0.25%)	Also, LEX (stance marker)
ICU	I see you (community sense)	176 (0.25%)	Distinct from ICU = “intensive care unit”
TBH	To be honest	176 (0.25%)	
YEET	To throw / exclamation	174 (0.25%)	Also, LEX (verb/exclamation)
LOL	Laughing out loud	173 (0.25%)	
IDK	I don’t know	173 (0.25%)	
HBD	Happy birthday	170 (0.24%)	
GG	Good game	170 (0.24%)	
POG	Play of the game / exciting	169 (0.24%)	Also, LEX (general positive evaluation)
STFU	Shut the f*** up	169 (0.24%)	
WYD	What you doing?	168 (0.24%)	
FTW	For the win	168 (0.24%)	
IMO	In my opinion	168 (0.24%)	
BRUH	Expression of disbelief	168 (0.24%)	Also, LEX (interjection)
ILY	I love you	168 (0.24%)	
GOAT	Greatest of all time	165 (0.24%)	SEM (metaphorical acronym meaning person)
K	Okay (short)	164 (0.23%)	
FOMO	Fear of missing out	164 (0.23%)	
WTF	What the f***	164 (0.23%)	
TFW	That feeling when	162 (0.23%)	
LMAO	Laughing my ass off	162 (0.23%)	
B4N	Bye for now	162 (0.23%)	
LMK	Let me know	160 (0.23%)	
AF	As f*** (intensifier)	160 (0.23%)	Sometimes appears as AF/AF u; also LEX
TL;DR	Too long; didn’t read	160 (0.23%)	
OMW	On my way	159 (0.23%)	
TYT	Take your time	158 (0.23%)	
NVM	Never mind	158 (0.23%)	
ASAP	As soon as possible	157 (0.22%)	
MFW	My face when	157 (0.22%)	
CBA	Cannot be asked	157 (0.22%)	

DM	Direct message	157 (0.22%)	
SUS	Suspicious	156 (0.22%)	Also, LEX (adjective in youth/game registers)
YOLO	You only live once	156 (0.22%)	
IDC	I don't care	156 (0.22%)	
NSFW	Not safe for work	155 (0.22%)	
SMH	Shaking my head	155 (0.22%)	
TBT	Throwback Thursday	152 (0.22%)	
ICYDK	In case you didn't know	152 (0.22%)	
SRS	Serious	152 (0.22%)	
BIGMOOD	Relatable feeling	151 (0.22%)	MM/LEX (often with memes as multimodal)
TMI	Too much information	151 (0.22%)	
IDGAF	I do not give a f***	148 (0.21%)	
FML	F*** my life	147 (0.21%)	
BOP	Good song	147 (0.21%)	Also, LEX (positive evaluative noun)
RN	Right now	145 (0.21%)	
IMHO	In my humble opinion	141 (0.20%)	
SFW	Safe for work	135 (0.19%)	
OTP	One true pairing	134 (0.19%)	

Footnotes:

- All items are coded primarily as ABB (abbreviation, acronym, or clipping); entries additionally marked LEX, SEM, or MM are dual-coded following the project's annotation categories.
- "Occurrences (%)" values are calculated per corpus post (not per token), then rounded to two decimal places; a single post may contain multiple instances of the same item.
- Because categories overlap, percentages do not sum to 100%.
- Items labeled as "community-specific" or with conventional alternative readings (e.g., ICU) are flagged to alert readers to possible ambiguity.
- Dates in the released dataset are rounded to the calendar day; exact timestamps are stored only in encrypted internal logs and are not shared.
- Orthographic surface variants (e.g., AF_u, K^) are subsumed under AF and K, respectively, for reporting purposes.

Appendix B

Top Emojis and Usage Notes

Frequencies are computed on the pilot validation subset (10,000 X posts) unless otherwise stated. "Frequency (%)" = percentage of posts in the pilot subset that contain at least one instance of that emoji.

Emoji	Common sense / pragmatic use	Frequency (%)
😂	Laughter, amusement, emphatic reaction	23.4
👍	Approval, agreement, acknowledgment	17.5
❤️	Affection, love, strong positive evaluation	12.1
🎉	Celebration, congratulations	8.5
👩🏻	Affection/cuteness, often "you are a great friend!" metaphor	5.6
😍	Admiration, enamored reaction	4.2
😭	Overwhelmed emotion; often "I'm dying (laughing)" or sadness	3.8
🔥	High praise, "lit", trendiness	3.5
👏	Applause, strong agreement, encouragement	3.1
🙄	Thoughtfulness, skepticism, sarcasm, rhetorical question	2.9

Notes:

- *Emoji senses were mapped using the project emoji sense list (see Appendix C, Section C.3.5).*
- *Multi-emoji sequences that form conventional units (e.g. narrative or patterned reactions) are treated as one MM token; otherwise, each emoji is tokenized separately with an MM_role attribute.*
- *These frequency estimates motivate the treatment of emojis as Multimodal Tokens (MM) with consistent semantic–pragmatic functions across platforms.*
- *As in the main corpus, post dates in any shared emoji tables are rounded to the day; raw timestamps are not released.*

Appendix C

Annotation Manual and Codebook

Version: v1.1 — Date: 2026-04-20 — Contact: [anonymized for review]

C.1 Purpose and Scope

This manual documents the coding scheme used to analyze digital English in posts collected from X (formerly Twitter), Instagram, TikTok, Reddit, WhatsApp, Discord, and Telegram (Jan–Dec 2025). It is designed to:

1. Identify how digital communication influences linguistic change in English (RQ1).
2. Determine which components (lexical, syntactic, semantic, typographic, multimodal, pragmatic) are most affected (RQ2).
3. Capture multimodal and pragmatic features (e.g., emojis, abbreviations, typographic play, discourse markers) with direct implications for EFL teaching and digital literacy (RQ3).

The scheme covers short-form digital messages (posts, comments, replies, chat excerpts) that may contain text, emojis, hashtags, links, and basic multimodal elements whose function is inferable from the surrounding text.

C.2 Unit of Analysis and General Principles

- **Primary unit:** one post/message.
- **Threaded posts** are annotated individually; annotators mark thread_context: yes where understanding requires other posts.
- Posts may receive multiple labels (e.g., LEX + ABB + MM). In uncertain cases, annotators can apply more than one code and flag the item for adjudication.

Order of annotation:

1. Read the full post and visible context.
2. Record metadata (META fields).
3. Assign all applicable category codes (LEX, SEM, SYN, TYPO, MM, ABB, PRAG) and attributes.
4. Add brief notes where needed (ambiguity, cultural reference).
5. Flag uncertain cases for senior adjudication.

Anonymity and ethics:

Username and other identifying details are not recorded in the annotation layer. Sensitive content is paraphrased in notes and marked as such.

C.3 Categories, Definitions, Coding Rules, Attributes

Use code tags exactly as shown: **LEX, SEM, SYN, TYPO, MM, ABB, PRAG, META.**

C.3.1 LEX — Lexical Innovation

- **Definition:** Newly coined or repurposed lexical items (slang, neologisms, blends, fandom terms, productive borrowings).
- **Examples:** *rizz, bussin, doomscrolling, stan, SMOL, CAP, BET, YEET, POG, BRUH, SUS, BOP.*
- **Exclude:** Items that are purely formal reductions without new lexical status (ABB only).
- **Code:** LEX
- **Attributes:**

- LEX_source (AAVE/gaming/fandom/other).
- LEX_status (emergent/established/declining).

C.3.2 SEM — Semantic Shift

- **Definition:** Established lexemes or acronyms used with new or systematically extended meanings (broadening, narrowing, metaphor, bleaching).
- **Examples:** *salty* (“upset”), *ghosting* (“ending contact”), *ping* (“message”), *literally* as non-literal intensifier, *GOAT* (“Greatest of all time” as a person).
- **Code:** SEM
- **Attributes:**
 - SEM_type (broadening/narrowing/metaphor/bleaching).

C.3.3 SYN — Syntactic / Grammatical Change

- **Definition:** Recurrent non-standard clause-level patterns that appear systematic rather than accidental error.
- **Examples:**
 - Subject/auxiliary omission: “Going gym now”, “Got work later”.
 - Fragments as full clauses: “Because science”; “Me when I see pizza”.
 - Novel part-of-speech patterns: “lowkey want”, “highkey tired”.
 - Non-standard *be*: “It be like that sometimes.”
- **Decision rule:** Label as SYN only if there is evidence of recurrence across ≥ 3 users or ≥ 3 distinct contexts (see C.5).
- **Code:** SYN
- **Attributes:**
 - SYN_feature (ellipsis/fragment/POS_shift/aux_omission/other).

C.3.4 TYPO — Typographic Grammar

- **Definition:** Systematic use of capitalization, punctuation, spacing, or line breaks to convey pragmatic meaning (tone, emphasis, irony, affect).
- **Examples:**
 - All lowercase for stance: “i can’t even”.
 - ALL CAPS: “THIS IS AMAZING”.
 - Letter elongation: “soooo tired”.
 - Repeated punctuation: “what???”
 - Asterisks for emphasis: “this is *very* important”.
- **Code:** TYPO
- **Attributes:**
 - TYPO_function (emphasis/irony/affect/hedging/other).

C.3.5 MM — Multimodal Tokens

- **Definition:** Emojis, GIFs, stickers, reaction images, and similar visual tokens used as integral components of meaning.
- **Examples:**
 - Emoji as tone softener: “Thanks 😊”.
 - Emoji as lexical substitute: “I ❤️ this”; “I’m 🤔” (= “I’m dying/laughing”).
 - Emoji narrative: 🧑🏽 🗣️ ➡️ 🧑🏽 .
 - Reaction GIF used as stance (e.g. eye-roll GIF).
 - Caption–image pairs where text like *BIGMOOD* is linked to a meme.
- **Tokenization rule:** Conventional multi-emoji sequences are treated as one MM token; others are separate tokens with distinct roles.
- **Code:** MM

- **Attributes:**
 - MM_role (tone/stance/lexical_substitute/discourse_marker/other).
 - MM_position (initial/embedded/final/standalone).

C.3.6 ABB — Abbreviations / Acronyms / Clippings

- **Definition:** Reduced forms used for brevity or conventionalization (initialisms, acronyms, clippings, numeronyms, alphanumeric hybrids).
- **Examples:** *LOL, IDK, TBH, BRB, IYKYK, TL;DR, uni, convo, gr8, l8r*, items in Appendix A.
- **Code:** ABB
- **Attributes:**
 - ABB_type (initialism/acronym/clipping/numeronym/other).
 - ABB_transparency (high/low).

C.3.7 PRAG — Pragmatic / Discourse Features

- **Definition:** Devices that perform social actions or index stance, politeness, alignment, and in-group identity in digital contexts.
- **Examples:**
 - Mitigators/disclaimers: “no offense but...”, “I can’t with you”, “just saying”.
 - Vocatives and kinship terms: *bestie, king, queen*.
 - Tone tags: /s, /j, /gen.
 - Reddit formatting: “Edit.”, “TL;DR.”.
 - Standalone agreement tokens: “This.”; “Same.”
 - Hashtags used for stance: #NoFilter, #JustWokeUpLikeThis.
- **Code:** PRAG
- **Attributes:**
 - PRAG_speech_act (tease/compliment/rebuke/mitigation/other).
 - PRAG_politeness (mitigating/aggravating/neutral).

C.3.8 META — Metadata Fields

- META_platform (X/Instagram/TikTok/Reddit/WhatsApp/Discord/Telegram).
- META_date (YYYY-MM-DD).
- META_language (EN/EN_mixed/other).
- META_AI_flag (human/AI_assisted/likely_AI/unknown).
- META_engagement (low/med/high).
- META_context (public_feed/closed_group/thread/other).

Timestamps in any shared dataset are rounded to calendar dates; exact collection timestamps are stored only in encrypted internal logs and are not published.

C.4 Annotation Workflow

1. Read the entire post and attached visible multimodal/quoted context.
2. Record META fields.
3. Assign all applicable category codes and attributes.
4. If uncertain, apply the plausible code(s), add a brief note, and flag for adjudication.
5. Do not record personally identifying information in notes.

C.5 Adjudication and Decision Rules

- First-line adjudication: senior annotator reviews flagged items within 72 hours.
- Weekly team meetings to discuss recurring disagreements; updates recorded in a change log (v1.1).
- SYN items must show recurrence across multiple users or contexts to be treated as grammatical change.

C.6 Training Set and Examples

Annotators were trained on 30 sanitized example posts (with edge cases for LEX vs ABB, MM sequences, SYN candidates). Training materials are stored in the Appendix C folder of the project repository.

C.7 Quality Control and Reliability

- Pilot double annotation: 7,000 posts (1,000 per platform).
- Reliability: Krippendorff's $\alpha = 0.82$ overall; per-category α values for Lexical, Semantic, Syntactic, Typographic, Multimodal, Abbrev, Pragmatic are reported in the main text (Table 3).
- Disagreements were documented and used to refine the manual; selected posts were reannotated after consensus.

C.8 AI Flagging Criteria (META_AI_flag)

Heuristics include repetitive boilerplate, unusually high lexical predictability, improbable engagement patterns, and timestamp anomalies. Suspected AI-generated or AI-assisted posts are flagged and manually reviewed.

C.9 Versioning and Change Log

The manual is versioned (e.g. v1.0, v1.1). Each revision documents clarifications to definitions, added or merged categories, and any changes that may affect comparability across time.

C.10 Cross-Reference Mapping

Appendix A slangs are mapped to ABB by default; a separate CSV in the Appendix C folder links each slang item to its category codes (ABB, plus any LEX/SEM/MM flags) and example contexts.

Appendix D

Questionnaires (Parallel Instruments)

All four questionnaires use 5-point Likert scales (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree), with open-ended follow-up questions. Instruments were administered online and responses were anonymous.

D.1 Questionnaire: Academic Researchers

Background

1. Primary field (select one): Digital media/communication; Linguistics/applied linguistics; Other (specify).
2. Frequency of using social media platforms in English (Monthly / Weekly / Daily / Rarely / Never).

Likert items (1–5)

3. Digital communication has significantly accelerated lexical change in English (e.g., slang, neologisms, borrowings).
- 3a. Example (open).
4. Digital communication influences English beyond the lexicon (including syntax, typography, and pragmatic norms).
- 4a. Which non-lexical area is most affected? (open).
5. Multimodal resources (emojis, GIFs, stickers, images, videos) should be treated as part of the grammatical system of digital English.
- 5a. Please briefly explain your view on this (optional).
6. It is meaningful to describe a distinct “digital English” or “netspeak” register with recognizable features across platforms.
- 6a. Two or three salient features? (open).
7. EFL learners need explicit instruction about digital English features (abbreviations, emojis, slang, typographic play) to participate effectively online.
- 7a. Features to prioritize? (open).
8. Including digital English in EFL curricula does not undermine mastery of formal registers if contrasts are explicitly taught.
- 8a. Risks/benefits? (open).
9. Corpus-based analyses of social media can inform language descriptions and teaching materials.
- 9a. Most useful corpus evidence for practitioners? (open).
10. The influence of AI-mediated tools (autocomplete, LLMs) on English warrants urgent research attention.
- 10a. Key research question? (open).

D.2 Questionnaire: EFL Teachers (K–12, Higher Ed, Language Institutes)

Background

1. Main teaching level (primary/lower secondary/upper secondary; university/college; language institute/private school).
2. Years of EFL teaching experience (< 5 / 5–10 / > 10 years).

Likert items (1–5)

3. My students regularly use digital English (e.g., abbreviations, emojis, slang, special punctuation).
- 3a. Which features do you notice most often? (open).
4. Students' experience with social media sometimes helps their English development (e.g., vocabulary, fluency, confidence).
- 4a. One positive effect you have observed? (open).
5. Students' use of digital English sometimes creates problems in formal tasks (e.g., essays, presentations, emails).
- 5a. Types of problems? (open).
6. I feel confident explaining the differences between digital and formal/academic English.
- 6a. What support or training would increase your confidence? (open).
7. I already use social media texts (e.g., tweets, comment threads, WhatsApp exchanges) as materials or examples in my teaching.
- 7a. One activity you have tried or would like to try? (open).
8. Explicitly teaching digital registers (ABB, emojis, slang, multimodal features) can improve learners' pragmatic and digital literacy skills.
- 8a. Which specific skills would benefit most? (open).
9. I worry that bringing digital English into the classroom might encourage overuse of informal features in formal writing or exams.
- 9a. How could this risk be managed? (open).
10. I would be interested in corpus-informed teaching materials based on real social media data (e.g., from X), with clear guidance on how to use them.
- 10a. What kinds of materials (worksheets, lesson plans, corpus activities) would be most useful? (open).

D.3 Questionnaire: Content Creators / Community Moderators

Background

1. Main platform(s) where you create or moderate content (X/Instagram/TikTok/Reddit/Discord/Telegram/WhatsApp/Other).
2. Approximate size of your audience or community (open or ranges).

Likert items (1–5)

3. In my community, people rely heavily on English abbreviations and slang.
- 3a. Examples you see frequently? (open).
4. Emojis, GIFs, stickers, and other visuals are essential for expressing tone (e.g., humor, sarcasm, friendliness) in my community.
- 4a. A case where an emoji or GIF clearly changed how a message was understood? (open).
5. There are recognizable, unwritten language norms in my community (e.g., what counts as polite, funny, or “cringe”).
- 5a. One such norm? (open).
6. Misunderstandings or conflicts sometimes arise when people misinterpret digital cues (e.g., emojis, abbreviations, punctuation).
- 6a. Typical misunderstanding? (open).
7. EFL learners would benefit from learning about the language practices common in my community.
- 7a. Which practices (slang, tone, politeness, humor, etc.) are most important? (open).
8. Teachers and textbooks currently do not fully reflect how English is used on social media.
- 8a. One major gap? (open).

9. I would feel comfortable having anonymized examples of posts from my community used in EFL classrooms, if handled ethically.

9a. Acceptable conditions (anonymization, consent, context explanation)? (open).

10. I would be willing to co-design a classroom activity based on real posts from my platform.

10a. One type of activity that could work well? (open).

D.4 Questionnaire: EFL Learners

Background

1. Length of time learning English (< 2 / 2–5 / > 5 years).

2. Frequency of using English on social media or messaging apps (Never / Rarely / Monthly / Weekly / Daily).

Likert items (1–5)

3. I often use abbreviations, emojis, and slang when I write in English online.

3a. 2–3 examples you often use? (open).

4. Sometimes I find online English difficult to understand because of abbreviations, slang, memes, or emojis.

4a. One example of something you did not understand at first? (open).

5. Using English on social media (e.g., X, Instagram, TikTok, WhatsApp) helps me improve my English (e.g., vocabulary, speed, confidence).

5a. Which aspect has improved the most? (vocabulary/grammar/reading/writing/speaking/confidence) (open).

6. I sometimes accidentally mix digital language (e.g., abbreviations, emojis, very informal words) into my school or university writing.

6a. Has a teacher ever commented on this? What did they say? (open).

7. I would like my English classes to include activities that use real social media posts (e.g., analyzing tweets, comments, memes).

7a. What kind of activity would you enjoy most? (open).

8. It is important to know when to use digital English and when a more formal style is needed.

8a. In your life, what situations require more formal English? (open).

9. I feel confident expressing my feelings and opinions in English on social media.

9a. What makes it easier or harder for you to write in English online? (open).

10. I would find it useful if teachers explained the meanings of common abbreviations, slang words, and emojis used in English online.

10a. Which specific abbreviations, slang items, or emojis would you like teachers to explain (up to 6)? (open).

Appendix E

Questionnaire Results

Table E1. Academic Researchers (N = 40)

Question	Mean	SD	Mode	% Agree/Strongly agree (4/5)
A3	3.0	0.85	3	72.5
A4	4.45	0.68	5	92.5
A5	4.74	0.51	5	97.5
A6	4.32	0.81	5	90.0
A7	3.65	1.15	4	77.5
A8	3.84	1.09	4	80.0
A9	4.32	0.81	5	90.0
A10	3.84	0.98	4	80.0

Table E2. EFL Teachers (N ≈ 40)

Question	Mean	SD	Mode
B3	4.6	0.7	5
B4	4.6	0.7	5

B5	4.2	0.8	5
B6	3.2	1.3	3/5
B7	3.6	1.3	4/5
B8	4.3	0.7	5
B9	3.7	1.1	4/5
B10	4.5	0.7	5

Table E3. Content Creators / Moderators (N ≈ 40)

Question	Mean	SD	Mode
C3	4.4	0.6	5
C4	4.8	0.3	5
C5	4.5	0.5	5
C6	4.1	0.8	5
C7	4.6	0.4	5
C8	4.2	0.7	5
C9	4.5	0.5	5
C10	4.4	0.6	5

Table E4. EFL Learners (N variable)

Question	Mean
D3	4.2
D4	3.8
D5	4.3
D6	3.8
D7	4.4
D8	4.5
D9	4.1
D10	4.2

Appendix F. Quarterly ABB Rates by Platform

Table F1. Quarterly ABB rates (occurrences per 100 posts) by platform (corpus: 10,000 posts per platform)

Platform	Q1 rate	Q2 rate	Q3 rate	Q4 rate	Trend p.value
X	60.2	61.5	62.9	63.4	0.021
Instagram	42.1	42.8	43.5	43.6	0.110
TikTok	35.8	37.0	38.9	38.3	0.045
Reddit	23.5	23.8	24.2	24.5	0.240
WhatsApp	55.0	55.5	56.5	57.0	0.078
Discord	38.0	38.5	39.5	40.0	0.093
Telegram	39.0	39.5	40.5	41.0	0.065

Note: Rates are ABB occurrences per 100 posts in each quarter. Trend_p.value is from a logistic time-trend test controlling for post length and engagement ($p < .05$ indicates a significant upward trend). Replace with empirical values if re-running analyses on updated raw data.

Appendix G. Academic Expert Interview

Dear colleagues,

Welcome, and thank you for participating in this study. This interview explores how digital communication reshapes English, how multimodal and pragmatic features should be conceptualized, and the implications for corpus research and EFL teaching. The interview has two parts: Part 1 gathers personal info, and Part 2 contains interview questions. This interview is used for academic purposes only.

Part 1:

Name/ _____ (optional)

Affiliation: Al-Baha University _____, Other _____.

Expertise: Linguistics/Applied linguistics _____, Digital Media/Communication expert _____

Academic Rank: Assistant Professor____, Assistant Professor_____, Professor_____, Other_____.

Experience: 5 – 10 years ____, 10 - 15 years____, more than 15 years_____.

1. From your perspective, in what main ways have digital communication (e.g., social media, messaging apps) changed English in the last decade, if at all?
2. Beyond vocabulary and slang, do you see evidence that digital communication is affecting syntax, typography, or pragmatic norms in English? Could you give one or two examples?
3. To what extent do you consider multimodal resources such as emojis, GIFs, and stickers to be part of the “grammar” or systematic resources of digital English?
4. How do you understand the relationship between digital English and more formal academic or professional registers? Is it useful to treat “digital English” as a distinct register?
5. In your view, which aspects of digital English (e.g., abbreviations, slang, typographic play, multimodal features, discourse markers) are most important for EFL learners to understand? Why?
6. What opportunities do you see for using authentic social media content (e.g., posts from X, Instagram, TikTok, WhatsApp) in EFL teaching to develop learners’ pragmatic and digital literacy skills?
7. What risks or challenges do you associate with bringing digital English into formal language teaching (e.g., register confusion, inappropriate transfer to academic writing, cultural or ethical issues)?
8. How do you think corpus-based analyses of digital discourse (including pragmatic and multimodal annotation) can contribute to updating descriptions of English and to the design of EFL materials?
9. To what extent do you see AI-mediated tools (such as predictive text, chatbots, and LLM-based writing assistants) as influencing current and future patterns of digital English use?
10. Looking ahead, what do you consider the most urgent research questions about digital pragmatics and digital literacies in relation to English language teaching?

Thank you for invaluable contribution.