Effect of Internet Language on Chinese Language Teaching
Considering Register Theoretical Analysis

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Abstract. Register theory is one of the essential theories in Halliday's systemic functional linguistics (SFL). Specifically, it includes the linguistic field, tenor, and mode. In this paper, the characteristics of computer-mediated communication (CMC) and Internet language are analyzed from the three aspects to identify and verify the practicality and feasibility of the register theory in the new communication mode of Chinese language teaching.

Keywords: Register Theory, Chinese Language Teaching, Internet Language

1. Introduction
The rapid development of modern information technology in the 20th century, especially the development of computer network technology, has produced great significance for the entire human society. [1] It has created a way of life and thinking for people as well as modern information transmission and communication models with a profound influence [2]. The development and popularization of modern computer network technology have connected the entire world. People in different regions, cultures, language backgrounds, and social classes communicate with each other through the Internet. Meanwhile, it has dramatically accelerated the transmission and spread of information and shortens Space-time distance. The Internet has also accelerated the integration, change, and renewal of people's thinking. In such a powerful and far-reaching modern network technology revolution, the Internet language came into being [3-4].

What is cyber-language? Internet language is composed of three parts, ① Computer and network technology terms [5]; ② Terms related to network culture, ③ Computer-mediated communication (CMC) communication (BBS, online chat, etc.) terms used. In a narrow sense, Internet language is a tool that people use in CMC, often in the forms of screen text, audio and video to communicate with each other [6]. In my opinion, Internet language, in a narrow sense, is a tool used by virtual individuals
to convey information and exchange ideas in a specific communication environment—a specific group of virtual space, and a special language symbol system including text symbols, emoji, and sound symbols. This paper mainly discusses the basic characteristics of CMC and Internet language in a narrow sense and analyzes the influence on Chinese language teaching.

2. Internet language symbol system

Systemic functional linguistics (SFL) inherits Saussure's view of language as a symbol system but considers that this symbol system is not psychological but social. In real social communication, language is the most important medium of communication to convey meaning. However, it is not the only system of meaning expression. Non-verbal means can also achieve communication, and it is essential.

Similarly, the Internet language is also a symbol system and a social communication activity, but it is richer than the language symbol system. The symbol system of Internet language can be divided into text symbols, emojis, and sound symbols according to its expression. The original Internet language was mainly composed of text symbols. However, a single text symbol could not meet the needs of CMC because it lacked non-verbal means in actual communication. Hence, emojis came into being. Emoticons can be used to visually convey the feelings of both parties in online communication. The sound symbol appears for the purpose of actual communication. It can be used for information prompt or to convey some sound effect. Therefore, the emoticons and sound symbols in the Internet language are intended to serve as non-verbal means in realistic communication. Because the text itself can be said to be not self-sufficient, the meaning realized by non-verbal means is a hidden meaning, so the role of emojis and sound symbols in online communication cannot be underestimated.

In terms of the classification and examples of Internet languages, since this discussion is more common, this paper will not discuss them in detail, but only briefly explain. ① The literal symbols in Internet languages have developed in real languages. The two are basically the same in terms of writing and semantics, but there are some that look similar to real languages. In fact, they are all variants of real languages, such as English abbreviations. Number homonyms, Chinese pinyin abbreviations, miscellaneous, etc. ② Emoticons include action expressions, psychological expressions, and sound expressions. ③ Many chat software and forum information systems now have a sound symbol system. When new information is received, the system will sound a tone. In addition, according to the author's own Internet experience and observations, one of the most special sound symbols is the kissing sound of the Internet chat tool (YahoMesenger). Click the lips icon in the emoji of the software, and then send. The chat window of the other party will appear bright red Lipstick marks and accompanied by a realistic kissing sound. Such a sound-symbol can be used both between lovers and to separate husbands and wives from different places. The result is of course wonderful and beyond imagination.

3. Register theory in the CMC model

The theoretical framework of this paper is established based on Register Theory in Halliday's SFL (SFL). Register theory is an important theory in SFL, which means that the language we speak and write will change with the changing situation. Halliday summarizes the situational factors that determine language characteristics into three aspects: Field, Tenor, and Mode. The linguistic field
refers to what actually happened, and refers to the environment in which the language occurs, including the topic of the conversation, the entire activity in which the speaker and other participants participate; the purport means the relationship between the participants, including the social status of the participants, and their The relationship between roles; mode refers to the channels and media of verbal communication, as well as rhetoric.

CMC (CMC) refers to any form of interpersonal communication formed by any individual or group using computer technology to transmit, store, comment, or post information.

3.1. Linguistic field in the cmc model
In the CMC model, the language field includes topics discussed in CMC, as well as specific activities and information communication modes when conducting related topics. The CMC communication model is based on a common rise and common interest, which is different from the communication based on geographic proximity in reality. The topics involved in online communication are the collection of the common interests and the lives of most netizens. It contains almost every aspect of personal and social life. From music to sports, from games to literature, from second-hand sales to new product recommendations, from learning exchanges to business activities, everything is done. Network subjects usually choose topics they are interested in to discuss and communicate with “peers in the network”.

In CMC communication, the above topics are actually carried out in various ways, but they all use computers and the Internet as carriers and technical foundations, which are completely different from the actual communication model. CMC can be asynchronous communication, such as email, electronic bulletin board (BS: Buletinboard system), to achieve communication; it can also be synchronous, such as synchronous communication through online chat and combination software. CMC is divided into one-way communication and two-way communication. One-way acceptance of text information on a webpage is one-way communication. For example, when browsing a webpage, information exchange between people using the Internet is two-way communication. In short, the use of the network to transmit and receive information, online chat, etc. are all within the scope of CMC. With the continuous progress of network technology, CMC communication methods are constantly enriched and diversified to meet the needs of people's actual communication. For example, in terms of online chat tools, it has developed from the original MSN, ICQ to the current OICQ, YahoMessenger, Netmeting, and other varieties.

CMC breaks through the limitations of geographical, ethnic, and cultural factors in actual communication. Through the Internet, a new social existence space—Virtual Space—is formed to establish new interpersonal relationships.

3.2. Purport of the internet communication model
In the CMC communication model, the purport includes the power and equality relations among network members, mutual contact, and emotional factors.

First of all, in the network environment, the real selfhood consisting of gender, age, education, etc. of people, in reality, are hidden, and real people become “non-identified” network subjects, so under this premise, Each network subject has solidarity. It can be said that the development of network technology provides a platform for each network subject to communicate and speak. For the first time,
the network has given everyone the right to communicate on an equal footing, and each network subject has the same right to speak, making every speaker There is no longer a need for sufficient thoughts and literary talents, and it is no longer restricted or reduced its right to speak by the constraints of various realistic exchanges.

However, due to the “non-identity” of the network subject, the blindness of CMC is caused, so each network subject must use language to establish the network identity, the second selfhood. The establishment of such an online identity will not affect the above equality to some extent. However, with the development and improvement of virtual communities, it must have the fundamental social structure and social functions of communities in real society to restrict the words and deeds of network subjects and ensure the healthy development of communities. This is why virtual communities need Master), because the bamboo can often regulate the network behavior through its own binding language to maintain network order, or sometimes use formal language to issue community notices, which are the embodiment of power in CMC.

The mutual contact and emotional factors in the tenor are also well reflected in CMC. Internet subjects have established new interpersonal relationships in online languages in virtual communities. However, this kind of interpersonal contact is also divided into different degrees, such as intimacy, general alienation, etc., and the emotions revealed in the corresponding speech are also different.

As shown in Figure 1, emotional input is a continuum, which can be high or low, and even the emotional input can be zero.

Affective involvement

Low  
High

**Figure 1.** Emotional commitment

In online communication, there is a specific relationship between emotional input and the degree of contact, as shown in Figure 2. Generally speaking, emotional input is proportional to the degree of contact. The more times the network subject contacts in CMC, the more time, the better the two understand each other, the more they are involved in each other's feelings. It includes all kinds of positive and negative emotions. Certainly, exposure is not the only factor that determines emotional involvement.

Affective involvement

Low  
High

Rare  
Frequent

**Figure 2.** Contact

3.3. *Language in the internet communication mode*

In online communication, there is a big difference between the modal and the actual communication
mode, which is mainly reflected in the particularity of the channel and medium.

The medium refers to the structural pattern of wording, which is divided into spoken and written; and channel refers to the form through which the caller contacts the caller's information, including phonic and graphic Points.

CMC is established based on text-based communication, but the texts mentioned here are significantly different from the traditional texts. As mentioned in the definition of Internet languages in the previous paper, texts in Internet languages is not a single text symbol. It also includes emoji symbols, etc. In terms of the media, it is not merely written or spoken. Due to the diversity of topics, the media also appears in various forms. Some discourses tend to be expressed, and others tend to be written. We should consider the media as a continuum, whose poles are spoken and written, respectively (Lu Dairong et al., 2003). For example, in online chat, the main body of the Internet has a greater choice of language, and the language used is freer, which belongs to the spoken language; while the language used in specialized news sites and political forums is more formal and belongs to the written language. Like business e-mail, the language used in discourse in entertainment forums is between formal and informal.

4. Effect of internet language on chinese language teaching

Online languages are “alienating” Chinese language and scripting, presenting challenges to current Chinese language teaching and research.

1. The non-standard expression of net language affects the healthy growth of students' language. The psychological characteristics of adolescents determine that they absorb new things quickly, but they do not have a strong ability to discriminate, and they absorb all the irregular texts and expressions on the Internet, and even bad texts. Therefore, students are prone to misuse of words when they use language. The mixed situation of the Qing Dynasty, China, and the West have a great negative influence on the formation of their language ability.

   Some students wrote in the essay: “7456, TMD! Prawns and rookies come to my dryer to irrigate water together. These buckets are really BT! Buddies don’t need PMP, who is a good guy and singles trick.” Nobody surfing the Internet knows what he wrote. However, it is this “platform” writing form, which is very popular among students, and is really “pleasant and worrying.”

2. The programming of online writing will cause degradation of students' language ability. Nowadays, the Internet and some writing software provide a programmatic writing mode. It stores many text snippets in the software and generates the composition naturally through several steps such as setting the title, searching, browsing, downloading, cutting, copying, and printing. This is undoubtedly a way to block students' self-learning and form language skills. As a result, students lack the complex conscious process of observing life, understanding the world, analyzing things, and forming unique emotional experiences. To address this issue, some experts actively called for the vigorous promotion of online civilization, standardization of online languages, enhancement of the sense of history and independence of the younger generation, and restoration of the humanistic spirit in language education. It is reported that some composition software has been banned from the market by relevant departments, which has helped protect the formation of written languages for young people.

3. Poor texts on the Internet can distort the psychology and emotions of students, leading to the
tendency of students' vulgarization. It is undeniable that because the Internet is not easy to monitor or unfavorable, there are a lot of vulgar and even vulgar texts on the Internet. These “inappropriate” texts are bound to poison the innocence and pure emotions of young people, leading to psychological problems. Imbalances and deformed thoughts have caused distortions and distortions in the externalized form of their intellectual activities—language and vulgarization.

The following evaluations are made on the Chinese language teaching classroom under the Internet language:

A multi-indicator evaluation system composed of \( n \) evaluated objects \( u_1, u_2, \ldots, u_n \). \( m \) indicators \( x_1, x_2, \ldots, x_m \), \( x_j = x_j (i = 1, 2, \ldots, n; j = 1, 2, \ldots, m) \) is the observation data evaluation data matrix (decision matrix) of the evaluated object \( u_i \) and the indicator \( x_j \) can be expressed as shown in equation (1):

\[
A = [x_{ij}]_{n \times m} = 
\begin{bmatrix}
  x_{11} & x_{12} & \cdots & x_{1m} \\
  x_{21} & x_{22} & \cdots & x_{2m} \\
  \vdots & \vdots & \ddots & \vdots \\
  x_{n1} & x_{n2} & \cdots & x_{nm}
\end{bmatrix}
\] (1)

The data in \( m, n \geq 3 \) and \( A \) are normalized data after preprocessing.

It can be transformed into equation (2) as follows:

\[
y_i = f (x_{i1}, x_{i2}, \ldots, x_{in}), i \in N
\] (2)

Where \( f \) is a positive transformation function; \( y_i \) is the comprehensive evaluation value of the evaluated object \( u_i \). \( u_1, u_2, \ldots, u_n \) are sorted according to the value of \( y_1, y_2, \ldots, y_n \) in descending order, and the comparison of \( u_1, u_2, \ldots, u_n \) can be completed.

If there are two evaluation objects \( u'_i, u''_i, i', i'' \) be a random variable that obeys a distribution on the interval \( [\min(w_{i'j}, w_{i''j}), \max(w_{i'j}, w_{i''j})] \), and call \( s (u'_i > u''_i) \) the superiority of \( u'_i \) to \( u''_i \), as shown in equation (3):

\[
s (u'_i > u''_i) = p (f (u'_i) > f (u''_i)) + 0.5 p (f (u'_i) = f (u''_i))
\] (3)

Where the aggregate function indicates the event probability, as shown in equations (4) and (5) as follows:

\[
f (u'_i) = \sum_{j=1}^{m} z_{i'j} w_{i'j} (i', i'') \]
(4)

\[
f (u''_i) = \sum_{j=1}^{m} z_{i''j} w_{i''j} (i', i'') \]
(5)
5. Conclusions
Starting from the SFL theory, the characteristics of the CMC model and Internet languages are discussed in this paper. Analysis of the CMC model and the register of Internet language suggests that the communicative use of Internet language complies with the Register theory. Compared with the real language, Internet language has many unique characteristics. The purpose of this paper is to bring the phenomena of CMC and Internet language commented by everyone into the theoretical framework of SFL and interpret its influence on Chinese language teaching from a new theoretical perspective.

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