

Acknowledgment

This book is the outcome of many years of researching issues and teaching courses in Linguistics, Language and Literacy, Language and IT, Cognitive Science, and Human Language Technology mainly at the University of Hong Kong but also in other places in the US and mainland China where I have held visiting positions. I am very grateful to my colleagues, my numerous students and teaching/research assistants for discussing many of these issues with me and for helping me gather data and analyze and construct corpora mainly on the way the youth in Hong Kong and other parts of the world speak, read, and write using Chinese and English on ICT gadgets.

While the book is based on many of my research findings in Hong Kong, most of it was finally written up during a sabbatical year in California, USA. I have been fortunate to discuss these issues at Stanford University where I served as Visiting Scholar in 2006/07. I also thank colleagues and students at Santa Clara University in the heart of Silicon Valley where I was fortunate to test out the draft of this book in the form of a seminar course in the Spring Quarter of 2007. In particular, I am grateful to Prof Pedro Ramos for the interest he showed in my book project and for the many suggestions he gave me.

Some of the facts, figures, screenshots, and analyses contained in this book are based on some of my journal papers published in various avenues. I thank my co-authors and the editors of these publications for permission to include or refer to some of the articles in writing this book. In particular, I thank the editors of *Literacy and Numeracy Studies*, *Reading Matrix*, *Global E-journal of Open Flexible and Distance Education*, and *IGI Global* journals and books where some of my single or joint articles have appeared. I also thank Peter Sidorko and Lucinda Wong of the HKU Library for processing my request for permission to use their library screenshots.

I am also particularly grateful to my past and current research assistants and students: Sophia Lee, Carmen Lee, Jovita Lam, Olivia Lam, Sally Mok, Charles Marfo, Pan Yanhong, Lucille Hu, Lemon Lau, Xiong Jiajuan, Frances Lung, Yee Wai Man, Cindy Fu, Zhou Zhou Tiffani, Erin Eng, Maha Alfreih, and Leonard Chow. Since SMS, MSN, Facebook, Online gaming, YouTube and other CMC environments are mainly patronized by the youth, it was not always easy for a man in his middle ages like me to get into all these networks and participate with a view to mining data and facts. Fortunately, I was able to rely on your insights and efforts in obtaining data by participating in these environments for distributing my questionnaire or for your own class projects and thesis write-ups. Thanks for helping me to format my writing or for researching one piece of evidence or the other at various stages of this project. I am especially grateful to Lucille Hu who spent many hours, in the final stages of the writing, formatting and putting together all the chapters into a single volume.

I also wish to record my gratitude to two anonymous reviewers and the editors and other editorial staff of IGI Global for very important suggestions for reformulations that lead to better presentations and analyses and a better structure of the book. In particular I am grateful to Rebecca Beistline and Tyler Heath the Assistant Development Editors who handled the book writing process at various stages.

Finally, I thank my family for unfailing support, as usual.

Adams B. Bodomo
University of Hong Kong, Hong Kong
March 2009