The New Reading Types Occurring As a Result Of Changing Youth Cultures

(Değişen Gençlik Kültürleri ile Ortaya Çıkan Yeni Okuma Türleri)

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Abstract

The youth is the greatest target of changing technological conditions and new Medias. So, whilst the youth cultures change in accordance with these developments, the reading cultures of the youth are influenced and reading techniques and cultures change as well. The most wide-spread reading type, which can be exemplified for the recently occurring reading types, may be ''the screen age''. The youth of the screen age fulfill screen literacy by means of some technological devices such as cell phones, tablet Pcs and computers; they can also use these devices intensively during the courses and keep the remarkable amount of the course materials in these devices by saving them. In this study, starting from the researches of Turkish-German youth's literature science, it will be evaluated what the recently occurring reading and text types are and it will be put forward to discussion how often the literary texts are read. The starting point in these arguments is the evaluation of the various research data altogether which has been collected in the context of Turkish-German youth's literature. Besides, as the research subject is under the coverage of the youth's literature again, some sample texts of the youth's literature will be mentioned as well.

Keywords: The Youth's Literature, Reading Types, New Media, Turkish-German Literature.

Özet

Eski çağlarda duvarlara çizilmiş olan resimleri anlamlandırma çabaları ile başlayan okuma eylemi, Avrupa'da din ve devlet görevlileri tarafından bilinen ve ayrıcalık sayılan bir etkinlikti. İlerleyen yüzyıllarda sürekli gelişim gösteren teknoloji ve yazın bilim, toplumun diğer kesimlerini de okumaya teşvik etmiştir. Özellikle daktilonun ve ardından bilgisayarın icadı, yazılı eserlerin yaygınlaşmasına olanak sağlamıştır. Böylelikle bireyler farklı kültürlere ait farklı yazın türlerini okuyarak farklı dünya görüşleri kazanmaya başlamışlardır. Sanayileşmenin, İkinci Dünya Savaşı'nın ve soğuk savaş döneminin etkileri ile ortaya çıkan dışavurumculuk ve dada akımları, özellikle genç kuşağı etkisi altına almış ve buna

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bağlı olarak hem yazın dünyasında hem de yeni kuşakların okuma alışkanlıklarında önemli değişiklikler meydana gelmiştir. Yirminci yüzyılın ikinci yarısından itibaren ise bilim ve teknolojide kayda değer gelişmeler yaşanmış ve bundan özellikle kitle iletişim araçları etkilenmiştir. Seksenli yıllara gelindiğinde, bilgisayar ve ağ ortamları kullanımının yaygınlaşmaya başladığı görülür. Okuma etkinliklerinde ve bilgiyi saklama yöntemlerinde dönüm noktası olarak nitelendirilebilecek olan söz konusu gelişmelerin, bugüne kadar var olan okuma alışkanlıklarını ve okuma tekniklerini de değiştirdiği ileri sürülebilir. Tüm bu gelişmeler ışığında, metinlerin artık kitap sayfalarından çıkıp bilgisayar ekranlarına taşındığı, resim, grafik ve sesler ile desteklendiği ve hipermetin adıyla anılan yeni bir metin türü ortaya çıkmıştır. Yeni kitle iletişim araçları ile çoklu ortam araçlarının bütünleşmesi, gençlik dünyasını kendine hedef haline getirmiştir. Bu sebepten yeni medya araçlarının kullanıcılarının büyük bir çoğunluğu gençlerden oluşmaktadır. Son 10-15 yıllık süreçte yaşanan medya araçlarındaki önemli değişimler gençlik ve gençlik kültürleri için yeni toplumsal ve teknolojik olanakları da beraberinde getirmiştir. Özellikle cep telefonlarındaki renkli ekran dönüşümü ve yüksek çözünürlüklü bütünleşik kamera teknolojisi günümüzde "ekran kuşağı" nın ortaya çıkmasında önemli bir rol oynamıştır. Artık okullardaki derslerde dahi tahtaya bakıp yazma yerine, tahtada yazılanların cep telefonu aracılığıyla fotoğrafının çekilmesi, ayrıca ders notu olarak kullanılabilecek kaynaklardan çekilen fotoğrafların çeşitli uygulamalar vasıtasıyla işlenip ders notu haline getirilmesi ve cep telefonları belleklerinde PDF dosyası olarak saklanması gibi öğrenme ve kayıt biçimleri ortaya çıkmıştır. Bu imkânı sağlayan akıllı telefonlar, tabletler ve elektronik kitap okuyucuları teknoloji ile iç içe olan gençleri ekrandan okumaya sevk etmektedir. Bunun en somut örneklerinden biri de sınıf ortamlarında internet kullanımını sağlayan akıllı tahtalardır. Kitle iletişim araçlarında ve çoklu medya ortamlarında meydana gelen söz konusu gelişmeler böylelikle yazın dünyasında da kendine yer edinmiştir. Bu bağlamda çalışmada Türk-Alman gençlik yazın bilimi araştırmaları temelinde ortaya çıkan yeni okuma ve metin türlerinin neler olduğu değerlendirilerek, bu metin türleri ile okuma ve yazın metinlerinin nicelik ve nitelik olarak ne derece okunduğu tartışmaya açılacaktır. Bu tartışmalarda hareket noktası ise Türk ve Alman gençlik yazını bağlamında yapılan çeşitli araştırma verilerinin bir arada değerlendirilmesi olacaktır. Ayrıca, araştırma konusu yine gençlik yazını kapsamında olduğundan, konu çerçevesinde gençlik yazını metin örneklerine de değinilecektir.

Anahtar Kelimeler: Gençlik Yazını, Okuma Türleri, Yeni Medya, Türk Alman Edebiyatı.

Introduction

Reading, in general meaning, which is defined as the activity of comprehending a written text with the help of eyes and mind (Duden, 2013), has been an indispensable element used for purposes such as sending a message, conveying information, ideas and events since mankind invented drawing and writing, has turned into an activity which is as humane as speaking and has sometimes been more effective than speaking. Beside of this, the concept of reading has shown itself in different dimensions in the course of history as well.

The action of reading starting with an effort to give meaning to the pictures drawn on the walls gained a different dimension when social structures occurred especially with the advent of urbanization in the Middle Age and the concepts of upper and lower class became more obvious with sharper lines. In this period, people called as nobles from upper class were remarkably literate but the working group from lower class couldn't keep up with them in the context of reading (Keferböck, 2002: 2). Before that period, mankind conveyed information mostly orally. Reading was an activity regarded as a privilege and was known by only a few religious and government officials in Europe (Limroth-Kranz, 1997). In the Middle Age, in which information and the value of reading gained importance, it is known that Mediaevalistics (see annex 1) being a new branch of science and having a place not only in the field of religion but also in the fields of arts and science with the help of the expansion of reading came out and showed itself in the researches of history, language and literature. This scientific branch lost its effect in the 2nd half of the 15th century (Luserke-Jaqui, 2002: 23). There are some

reasons of it and these are Johannes Gutenberg's invention of the printing press, the simplification of recording the information with the help of this invention, the production of the copies of information resources in a short time and in large amounts, "cheapening of information resources, the increased number of literate and rise of people's education levels'' (Çakın, 2004: 154).

The rapid development of technology and science of literature in the following centuries encouraged the progress of information transferring between individuals and countries in an effective way, made reading available for ordinary people and encouraged the other parts of societies to read as well. The invention of typewriters and then of computers helped written products become available and even marked an era in this field. Thanks to this, individuals started to acquire different perspectives by reading different literary genres belonging to different cultures, and thus interpreting the world better. Especially the writers coming from the heart of public wrote different types of products concerning any field of life and impressed a number of readers. In time, it has been a must not only to write what you think but also to write what is demanded and is nonexistent in the sense of writing in addition to uttering it in different styles and publishing it. This situation showed itself more explicitly in the 2nd half of the 20th century. The Expressionism and Dadaism movements having occurred due to the effects of Industrialism, World War II and Cold War period influenced especially the young generation and opened a new door both in the field of literature and in the context of changing new generations' reading habits (Ernst, 2001: 6). There were rapid developments in science and technology after the 2nd half of the 20th century and the most important ones were in mass media. Consequently, computers and network fields, which are as significant as the invention of writing and the typewriter respectively, have become widespread since 1980s. Additionally, these developments which can be evaluated as a milestone have changed the habits and techniques of reading existing so far.

The role of computers in changing of reading habits

If there were an opportunity to travel back to the beginning of 80s in time and if we had the possibility of using concepts such as "html, pixel, java, world wide web (www), "browser" and even "internet, etc…" in daily life to observe people's reactions, it would probably be seen that a lot of people would have no idea about the meanings of these words. But today, billions of people come across these words in each field of their lives all day long consciously or sub-consciously. In this situation, it is impossible to say that the concepts mentioned above do not affect people's reading habits (Tuğlu, 2011: 7-72). At this point, a new text type called hypertext (see annex 2) in which texts come out of book pages and are transferred onto computer screens and supported with pictures, graphics and some kind of sounds has occurred as well (Heibach, 2000: 213). The greatest feature distinguishing hypertexts which bring about some factors such as the storage of printed books, the delivery to a great number of readers in a short time and being shaped with different tools from books is that they are not read in a linear and directional way like the printed books but read vertically and horizontally because of being on screen. According to a research made by the Ministry of Art and Culture of Austria in 2010 with the purpose of examining the youth's reading habits and their relationship with digital media, the youth put TV and printed books in the 2nd an 3rd places in accordance with their preference whereas Internet and digital books were regarded as their first choice (Misar-Dietz, 2010: 7). Similarly, in another research

conducted by British National Literacy Trust in 2013 among 35.000 young people being in the age interval of 8-16, it was stated that more than half of the youth learnt the history of their own country from the books, magazines and essay on the Internet. Moreover, most of the attendants stated that their daily reading habits were accomplished via tablets, cell phones, and hypertexts in laptops (König, 2013). Because the most important target of new mass media and multimedia devices is the youth's world, the relationship between youth cultures and multimedia devices will be handled in this study as well.

Changing Youth Cultures and the Occurrence of Screen Generation

Seen as a newly integrated period into the life circle, the youth period is accepted as the passing period from childhood to adulthood in Europe (Friedrichs-Sander, 2010: 23). The emotional-social developments in this period push the individual forward into the effort of existence and the youth cultures defined as the tools of the youth's self-expression come to surface at this point (Asutay, 2012: 31). In this sense the youth cultures, defined as sub-culture, especially in metropolitan cities having occurred as a consequence of Industrialization, have emerged as a result of grouping formed in environments suitable for young peers' coming together (Asutay, 2001: 3-4). The transistor radio, which was used for communicating during World War II and is the symbol of the most remarkable development in mass media, contributed to the development of youth cultures by providing communication between each other. When radio provided communication among young people in different parts of the world, different kinds of music spread rapidly among the youth as well and this brought about rapid changes in youth cultures (Asutay, 2001: 4). The youth cultures, which had conscious in the sense of defending the values of society by means of student movements in 70s and of opposition to atomic energy in 80s, became more superficial with the effect of popular culture at the end of 80s and during 90s (Asutay, 2001: 5-7). In those years, multimedia devices, computer technologies and Internet developed excessively and varied and finally, mobile phone usage became widespread in the 2nd millennium.

The integration of youth cultures with media devices started with radio and continues with cinema, TV, computer, CD, DVD, Internet and many other media devices today. By the way, the consumption sector navigates this integration by means of some values such as art, fashion and so on (Friedrichs-Sander, 2010: 27). The latest technological developments find an important place in the sectors of culture and entertainment immediately (Altunay, 2012: 36). Therefore, the youth that is the pioneer of change becomes the target of consumption and young people are the majority of society using new media devices (Friedrichs-Sander, 2010: 9).

The remarkable developments in media devices in the last ten-fifteen years have provided new social and technological opportunities for the youth and youth cultures (Friedrichs-Sander, 2010: 8). It can be said that computers, cell phones and the internet are the most frequently used media devices by the youth. The digital revolution which has taken place in the mentioned time interval has formed varies changes both on media devices and on youth cultures having tied bounds with them and still continues to do it. Especially colored screen revolution and integrated camera feature on mobile phones have turned each mobile phone owner into a cameraman (Altunay, 2012: 38). "*Thanks to computational technologies, screen sizes are larger than ever before now and image*

quality is increasing day by day" (Altunay, 2012: 41). With the introduction of the 3G technology between the years 2005-2007 to users, mobile phones became media devices immediately. As youth cultures were influenced by it, mobile phones gained different features (Goggin, 2013: 85). It can be said that today's screen generation emerged under these circumstances and differences. Students, now, take a photo of the lecture on the board, keep the lecture notes as PDF files in their USB disks and use them when they need instead of taking notes on their notebooks from the board. Hence, over-usage of photocopy decreases accordingly. Lecture notes are shared among users via online nets, attached files, social media sites or medias providing "cloud informatics" (see annex 3) services such as Google Drive or Drop Box. New media screen has become a sharing-focused concept once mobile internet has been used in smart phones and tablets. Thus, text, image, and sound sharing become popular and wide-spread among users. For example "Whatsapp" provides this sharing facility. Smart phones, tablets and e-books direct their readers dealing with technology to read on screen. So, literature world has tried to find a place for itself in this digital media and succeeded in smart phones in developed countries, especially in Europe and Japan.

SMS Novels Movement starting in Japan

The changes occurring in youth cultures by means of various medias have made remarkable differences in reading cultures of the youth. When it is taken into account that we live in the age of technology, it is an inevitable fact that reading types being coherent with technology occur. Appearing of e-books together with computers, reading texts online via internet, spreading of SMS novels with the development of smart phones is directly proportional to technology and changing youth cultures. The change in reading habits of the youth is especially more explicit in the example of "SMS novel" born in Japan in a different and unusual way. The Japanese have become a mobile phone society. Because of the fact that technology is in an advanced level in Japan, %80 of society has at least a mobile phone and they do most of their job with mobile phones (Coulmas, 2009). So, the youth read or write novels with smart phones now. Well, what is that reading type called "SMS novel"? SMS novels *consist of texts which are designed to be red on cell phones in either sanal or online way in essence, and then be published as books in the next phase"* (Mauermann, 2010: 13). It is also possible to name SMS novels as "thumb novel" called by German Zeit-Online magazine. SMS novel means "keitai shosetsu" in Japanese. The reason for naming it as "thumb novel" is that the creator of this type route his story only by using his thumb (Jolmen, 2009). One of the most explicit features of SMS novels is that sentences are short, easily-written and understandable because message characters are limited. Emotions are transmitted thorough facial expressions (Smiley) in mobile phones, so there is no place for long descriptions. Writer's names are generally hidden. Nicknames are frequently used. The preferable subjects of SMS novels, which chose young girls as the target mass in the first place but later became an addiction for almost all of the young people in Japan, are common daily problems such as impossible love, jealousy, violence, drug addiction, suicide and lie (Mauermann, 2010: 13). SMS novels were totally free in the beginning, but they were charged with cost by the related companies because of public's high-interest. The new episodes of followed novels are sent as text-messages to readers' mobile phones if readers pay for it or are subscribers. The readers of these stories released as episodes on varies web sites can make comments on the story on the same web site or may affect the progress of events in the story (Bendel, 2014). According to

the Swiss writer Oliver Bendel, who himself is a SMS novel writer and has a number of studies upon this subject, as SMS novels can be carried by saving in mobile phones, they can be read easily under many conditions and in many places such as school, work or on holiday and travel (Bendel, 2010: 32). Moreover, thanks to the easy and functional hardware features that smart phones have, it can be said that the youth can adapt themselves to this new reading type more easily.

The history of SMS novels, which is a new reading type for the youth, dates back to 2001. SMS novels first started when a businessman having the nickname "Yoshi" route consecutive episodes of his story named "Deep Love" by utilizing the facilities of mobile internet and released it on his own web page. This novel written by pushing the buttons of mobile phone was published as a book in 2002 and became a best-seller by selling 2,7 million copies in 2003. SMS novels, which had its peak in 2007, have been "a phenomenon from that moment on" (Mauermann, 2010: 13). That is to say, not only the youth but the professional writers have started to produce SMS novels as well. To illustrate, the famous writer of Japanese Literature, Setouchi Jakucho, saw the high interest for SMS novels and he turned his face towards the youth with his SMS novel named "Ashita no niji" (Mauermann, 2010: 15). This movement, arisen in Japan, had also an influence in Europe after 2007 and the Swiss writer Oliver Bendel brought this new type of novel from Japan to German-spoken-Region with his SMS novels such as "Lucy-Luder-Serie" (2007-2011), "Handygirl-Serie" (2008-2010), "lonelyboy18" (2009) (Bendel, 2012: 49). Apart from Bendel, Wolfgang Hohlbein, who is one of the leading writers of German Fantastic Literature, wrote his series named "Wrym-The Secret Evolution" together with a group of writers as he was interested in this new type. Bendel was asked in an interview: "Why do the youth read SMS novels while a lot of them do not even read a book?" He answered: "Because cell phone is their friend" (Nardelli, 2008). He also stated that access addresses given in the text and quotations from online dictionaries provided the youth varies opportunities (Nardelli, 2008). The variation which occurs thanks to this hyper system seen in the texts makes SMS novels functional and practical, thereby gaining appreciation of the youth. These novels liked by the youth in Japan draw the attention of researchers more than that of youth. It is possible to find out why these new type described as interesting by researchers does not have the same effect – yet – upon European as it has on the Japanese youth and why it does not become a phenomena by means of realizing differences between the youth generations' technological, cultural and social standards.

"Haiku" as an SMS Poem

Beside of having SMS novels, Bendel also has a book named "Handyhaiku" (2010) and consisting of "haikus", a traditional Japanese poem type. Because of being very short poems, consisting of 17 syllables in the order of 5-7-5 and being very convenient for mobile phone format, haikus are a good means of writing for mobile phones in the perspective of writers and poets (Guidi, 2011: 2). In Bendel's poem book named "Handyhaiku", Bendel writing for and about mobile phones gave each haiku a data matrix code (see Annex 5). According to Bendel achieving originality and aiming to reach at masses, readers can freely download the haikus which they like, and send them as SMS via these data matrix codes (Guidi, 2011: 3). *Haikus* (see Guidi, 2011) known as the shortest type of poem remind us the movement "#şiir sokakta" (see annex 6) starting with the slogan "close your notebook, poem is at street" (see Ozkul, 2014) in Turkey recently and have similarities from the perspective of form and function. In this

movement, the youth write some parts of long or short poems on the walls on streets or on a piece of paper and share these poems on social media by taking photos of them with their smart phones. Not only is "#şiir sokakta# movement just a movement in which new talents share their own poems but it also includes the poems of famous poets by means of quotation. This situation is evidence to the changes of the reading types of the youth in Turkey, in Japan and partly in Europe briefly.

Social Media and "Caps" Movement

Another example of new reading type is social sharing networks. Today, millions of people use or follow social media as active internet users. Social media users use many social networks in order to find their friends, make new friends or to transfer photos, videos, information, messages and so on (Kim, Jeong ve Lee 2010: 215-216). Social sharing sites are the latest communication facilities, in which people are available, can create personal pages, in other words, "profiles" and can communicate with everybody (Hacıefendioğlu, 2010: 57). Especially the communication platforms such as "facebook" and "twitter" which are called social sharing network and reconstruct the concept of "becoming socialized" among young people can be defined as social network sites enabling their users to contact each other in an online way and based on the activities such as context sharing and personal comments (Kirtiş ve Karahan, 2011). Social media, in this context, is an online platform which provides its users the opportunity to share ideas, information and documents and creates a reciprocal interaction, and thus is a common term used for web sites (Sayımer, 2009). Thanks to the characteristics of being participant, accessible, usable and innovative, social media has become a unique atmosphere for the youth to express themselves. As it has millions of users, it encourages the participants. It receives feedback from each user interested in it and it provides possibility for everybody to reach a common target. Traditional media production brought about specialized talents and required education. On the other hand, in social media network, everybody can produce something in an environment where there are no pre-conditions, can show immediate action and reaction without having time difference in communication contrary to traditional Medias (Vural ve Bat, 2010: 3352). As social sharing networks is a very extensive concept, "Caps" being in connection with reading action and used frequently on social sharing networks will be mentioned briefly, and it will be evaluated as a sample application of social sharing actively.

The "Caps" expression which is one of the most shared elements by the youth on social sharing networks means "Capture"; in other words, "to size, to grasp" (Langenscheidt, 2010). "Caps" which is a term used to record whatever it is on screen in picture or video format is also used to express the screen image such as "Screen Shot". Caps firstly occurred in web site "İnci Sözlük" (see annex 7) in Turkey and they have been used in almost all of the social networks in Turkey since then (see Deniz, 2014).

 "Caps" being a vision in social media environments include the integration of photo pieces, taken from films, photographs or various TV programs' images into humorous writing (see annex 8). In this context, caps can be colored especially with social contented events taking place in actual life, with magazine news and specifically with pieces of the youth's own world.

The most remarkable feature of caps is to give a place to the creative humor by means of using white writing on a red strip which is at the bottom part of the screen shot

(Samples of Caps). This writing doesn't have to be connected with pictures, yet there are also some writing samples with regard to them.

(1. Sample Capture, see annex 9)

The picture which is in the first capture sample is an old portrait. In the picture, a student's requesting notes from his friends before an exam is emphasized depending on his social expression. The note stated at the bottom part of the caps is written as if the person on the picture said and it includes humor. This humor is represented funnily by means of describing a type of friend who has dialogues with his friends only before the exams and asks for lecture notes. When we look at the language of caps, it can be seen that they are written with abbreviation (Karahisar, 2013) which the youth frequently use in social media environments.

(2. Sample Capture, see annex 10)

There is a humorous example of İlber Ortaylı in the second capture sample. İlber Ortaylı's caps are wide spread and source of inspiration for many other caps. In these caps, the superior knowledge and intelligence of the historian Prof. Dr. İlber Ortaylı is shown in a way that he criticizes the intelligence levels of the rest of the people in Turkey. The photo shown above is taken from a TV program which hosts him. With his facial expression, in which he grimaces, he taunts all caps readers "illiteracy" humorously. This humor attributes him arrogance, but when we analyze the social networks in which caps are wide spread, it is seen that it may be a way of showing respect to him because of his superior intelligence and extraordinary general cultural knowledge.

In this context, Serkan İnci who is the founder of "İnci Sözlük" which is the starting point of "Caps" which defines caps released his book named "İnci Caps" which defines caps closely and contains various examples of caps with Umut Kullar (İnci & Kullar, 2015). This shows that caps can be categorized, they are not temporary and they may be the first step of being recognized as the new reading culture of the youth.
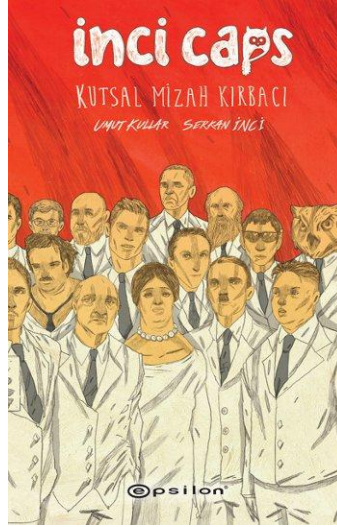
(İnci Caps)

The underlying significance of caps is that they are created by young people who are not experts in media field or young people who do not have specified education for it. Besides, the possibility of being read is very high as social media has the advantage of spreading rapidly and of reaching different people. Hence, the youth can express themselves through humor, convey their sharing and also read the produced "caps".

Conclusion

It can be said that we read and write more than we did in the past thanks to electronic media devices and network. Surely, literary values of the things we read and write can be discussed in a separate argument. However, it seems that reading and writing activity has an important place as an intellectual activity in daily life albeit not on a literary level. In this context, the youth has a pioneer role and navigate the developments as we have tried to clarify in the study. The interesting thing is that the youth have been able to combine their cultural features with the mentioned intellectual reading-writing activities. It can be said that the youth, the master users and the most important target mass of new medias, have remarkable contribution to this area with their creativity. That is to say, almost all of the new reading types that we have tried to exemplify in the context of study can be accepted as the youth's own production. To sum up, reading and writing activity which has changed with the advent of computer being as a great revolution as the invention of printing press continues to change and to be varied with new medias across which we come in different shapes today. The common point is that, all of them exist as hypertexts in electronic environments. On one hand, we may be glad that books are transformed into different applicants in cell phones or they can read by being carried as electronic files but on the other hand, it can be

discussed that to which extent it has affected the traditional reading culture and the world of printed books.

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Annexes

Annex 1: Mediaevalistics, which is the sub-branch of Germanistics researching German Language and Culture, means Middle-Age Science, especially in the fields of language and literature. For further information: . Feistner, E. (2012). Lehrstuhl für deutsche Philologie und Mediävistik.

Annex 2: Hypertext is an accessible text, graphic, picture or table which is organized in a nonlinear way. The text, which is not on a single line, gives reader the chance to choose the order of comprehending the information. Hyper system is a structure that is formed with the expansion of hypertext. It is a structure enabling to call (navigate) another text document from a text document which is in the form of hyper text. In this structure, relations between documents are provided with connections (links). For further information: (Tergan, 2002: 100-101).

Annex 3: Turkish Telecommunication JSC defines cloud informatics like this: "Cloud informatics" is technology services which aims at low cost and excellent user experience and provides Access to shared informatics resources (Network, server, hosting, applications, services) depending on increased or decreased demand (Turkish Telecommunication, 2015).

Annex 4: Data matrix code application is explained by a software company like this: "Data matrix code is a two-dimensional barcode type consisting of black and white cells. Cells may be in square or rectangle shape. Either a text or raw data can be written within a data matrix" For further information: Gtech Software and Solutions.

Annex 5: An example from Oliver Bendel for haiku poem type: «folge diesem link / verbinde dein handy mit / wartenden servern».

Annex 6: An example of poem type written an d shared with the movement of poem is at street: "Let it be; if it is not, then let it again" #şiir sokakta

Annex 7: İnci Sözlük: A web page founded on 19 December 2009 and styled in participatory dictionary.

Annex 8: http://sosyalmedyakulubu.com.tr/sosyalmedya/caps-cilginligi.html Acess: 10.04.2015

Annex 9: "Have you got the notes, honey?"
https://twitter.com/ekonominotlari1/status/453225840818806785 Acces: 10.04.2015

Annex 10: "You're too illiterate, wish you died" http://galeri.uludagsozluk.com/r/532242/+ Access: 10.04.2015