

Homophobic Words Face to Face and Online: An Emotional Hit and Run

by Leo Carroll

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Homophobic Words Face to Face and Online: An Emotional Hit and Run.

By Leo Carroll

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**Dissertation submitted as a requirement for the degree of MSc in Cyberpsychology,
Dun Laoghaire Institute of Art, Design and Technology, 2015.**

Declaration

I proclaim that this thesis is completely my own work and the information provided herein is my own except where clearly stated otherwise in the text.

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Abstract

The current study explores the referral of derogatory words used by heterosexuals towards gay men online and offline. Ethophaulisms such as gay, fag and shirt-lifter are words that promote hegemonic masculinity and the stigmatization of gays. One hundred and nine heterosexual people served as participants (45 males and 64 females), with an age range from 18-60 years old. The study employed a between participants quasi experimental design. The independent variables were ages on three levels and gender on two levels. The dependent variables were the responses to online questions and use of classifications as language providers for participant's emotional and cognitive words, using a Linguistic Inquiry Word Count (LIWC). The results found (a) significant difference in the use of homophobic words offline across genders (b) significant difference in the choice of words selected offline with females (c) significant difference in the choice of words to degrade gay men offline (d) the LIWC variable ANGER across the three age groups revealed a significant difference. Overall, the need to establish an equal tolerance, offers the means to educate, and reduce homophobic language in everyday conversation among heterosexuals.

“But if thought corrupts language, language can also corrupt thought.”

(Orwell, 1984)

Introduction

Recent studies have shown that indirect harassment such as hearing jokes and expressions with homophobic undertones is an everyday occurrence (Hillard, Lowe, Franks, Lans & Coyle, 2014). In a homophobic and homo-hysterical environment Cross (2013) heterosexual men in particular are controlled by their fears of being socially defined as gay (Worthen, 2014). There is a dearth of research into linguistic habits as to why heterosexuals use derogatory words online when compared to face to face when describing gay men.

Those who witnessed harassment said they had seen at least one of the following occur to others online: 60% of internet users said they had witnessed someone being called offensive names and 53% had seen efforts to purposefully embarrass someone (Pew Research Center (PRC) Internet & American Life Project Survey, as of May 2013).

As a result this study aims to bridge the gap by investigating the types of derogatory words used against homosexual men in both online and face to face. As masculinity is often seen as avoidance of the feminine; gay men must also be devalued (Burn, 2000). Equally, lesbians who act in a masculine manner are more acceptable and understood by heterosexual males as they do not impose a threat to male stereotypes (Brower, 2013).

This research will firstly seek to identify a lexicon of negative and positive words to understand the differences in language used by heterosexuals online and offline. The use of slurs (ethnophobisms) such as Fag, Dyke, Poof and Queer are terms generally used to degrade a person. These particular types of words are considered offensive of all linguistic

expressions (Henderson, 2003; Dutton, 2007). As the vocabulary used towards gay men has undergone important shifts in meaning over the years (Mc Cormack, 2014). There is a considerable need for people to learn from exposure and when you can show people how alternative lifestyles are lived and how they are generally much the same as your own then attitudes change (O'Neil, 2014). Secondly, this study will investigate if age and gender differences vary in the frequency and in the quality of derogatory words used online and offline.

Homophobia

Plummer, (2014) has defined personal homophobia as a form of prejudice. It is the personal belief that any one belonging to the Lesbian, Gay, Bisexual & Transgender (LGBT) community is sinful, immoral and inferior to heterosexuals (Herek, 2004). Personal homophobia is experienced as the fear of being perceived as lesbian, gay or bisexual. It is this fear that can lead to proving ones heterosexuality (Plummer, 1999). Moreover, Interpersonal homophobia is the disgust, fear dislike or hatred of people who are gay (Plummer, 2014). This distaste or disgust towards gay people may be conveyed by name calling, verbal or physical abuse or acts of discrimination. Though, the extent of homophobia appears directed to homosexual men who apparently have no threat to society (Mc Cormack, 2014).

Language and the labelling of outsiders

Homophobia has without question definitional problems and theoretical uncertainty (Anderson & Mc Cormack, 2014). Especially, the change in heterosexual attitudes towards slurs like *Fag* or *Queer* as being no different from other forms of gay harassment towards homosexual males. Nonetheless, it reminds gay people they are still labelled as an inferior out group as opposed to the superior in group (Fasoli, Maass, & Carnaghi, 2014). With regards to how intergroup relations are shaped, maintained or modified (Mass, Arcuri and Suitner,

2014) it is important to understand that language plays an significant role in shaping how we acquire knowledge about social categories, not only by observing but listening to members of in groups and out groups (Mass, Arcuri and Suitner, 2014). The use of language in how we defame or dehumanize another person or group can become a powerful instrument in treating out groups as less than human. The most hurtful and direct form of linguistic expression of prejudice is represented by slurs (O, Dea, Miller, Andres, Ray, Till & Saucier, 2014).

Language and Masculinity

Brown & Alderson's, (2010) exploratory study found adolescent heterosexual men over assert their masculinity by using derogatory words (Poof, Pansy, Faggot) towards gay men. According to Brown & Alderson (2010) heterosexual males are expected to practice sexually charged homophobic slurs in conversation compared to tolerant heterosexual males. Whereas tolerant heterosexual males are comfortable accepting their own gender role regardless of other minorities. Interestingly, Brown & Alderson's (2010) research study has shown that many homophobic insults within male conversations appear harmless and perhaps assist male bonding. Nevertheless, to declare ones masculinity by use of homophobic slurs to downgrade gay men leads to hegemonic masculinity (Donaldson, 1993). On that note, this study fails to question how the representation of homophobia may have an impact upon developing adolescent males with regards to their own sexual identity. As adolescents are still at a growing transitional developmental stage Hashmi, (2013) it proves difficult to adapt an inquisitive approach for fear of being ridiculed when hegemonic masculinity becomes a dominant factor.

Language and Online Bullying

The use of slurs online and face to face such as Fag and Queer are terms generally used to degrade a person (Burn, 2000). These particular types of words are considered offensive of

all linguistic expressions (Henderson, 2003; Dutton, 2007). Since the term 'taboo' is used to describe the lexicon of emotional language (Jay 2009; p153). Slurs are also characterised as taboo linguistic expressions (Anderson & Lepore, 2013). A taboo is something that is not acceptable to talk about or actual to do something taboo. It has been argued that taboos have been enforced for the determination of hostile behaviour supposed to be harmful towards certain groups like the LGBT community (Allan & Burrige, 2006).

Online Communication and Online Bullying

A recent study by Freis & Gurung (2013) focused on two main questions (1) can we determine what makes participants get involved with online bullying scenarios (2) what are the technique used? As the researchers have stated empathy and personality were important predictors in helping behaviour with online intimidation. However, being anonymous online Suler (2004) communication reduces the fear factor because of having total anonymity, whereas face to face communication would not endure it (Dooley, Pyzalski & Cross 2009). In relation to personality, agreeableness had the greatest impact as a predictor for participants to interfere and help online bullying. Freis & Gurung (2013) research provides an excellent example of materials used and the usefulness of intervention. Results showed 90.6% delivered on the impact of intervention. However, a minority of 3.2% used direct language online which lends support to the claim that when the self as being 'gay' is exposed to homophobic language online the question of self and others perceive the self-come into question. Even so, this article has failed to address the deliberate association between people's use of homophobic words online and the intrusion of popular expression in hip hop music Binder, (2013) in the form of slang and turn it in a positive index to eradicate homophobia.

Hegemonic Masculinity

The word hegemonic masculinity was invented and is used mainly to keep this central focus in the critique of masculinity (Donaldson, 1993). Therefore, those males or females who are placed outside the peer group and do not conform to the social norms are subject to ridicule (Pascoe, 2005). While negative and volatile comments are aimed towards people who are automatically placed outside the group, in particular the LGBT community only reinforce hegemonic masculinity (Wetherell, & Edley, 2014).

Conversely, the declining significance of homophobia; how teenage boys are redefining masculinity and heterosexuality (Mc, Cormack 2012) presents an account of how the connection of masculinity, sexuality, homophobia and education has radically shifted in particular high schools. Mc Cormack, (2012) noticed that high schools teenagers were more at ease with homosexuality and generally demonstrate an equal tolerance for a more transparent and approachable view of human sexuality than in past years.

The Online Disinhibition Effect

The concept of you don't know me-you can't see me can point to different behaviours and develop a disassociation from deceptive behaviour online Suler, (2004) or the communication medium (Naquin, Kirtzberg & Blekin, 2010). Suler, (2004) describes the online disinhibition has a double edge sword. As some people offer support of kindness and reveal unusual acts of kindness, referred to as "benign disinhibition". Others are harsh, rude and show hatred even anger or threats that they wouldn't do face to face. A term Suler (2004) referred to as toxic disinhibition. Cyber-bullying is an example of toxic inhibition, for example when young people write cruel messages on social network sites (Jenssen, Gray, Harvey, Di Clemente, & Klein, 2014). As the online disinhibition effect shows how much people can reveal about them-selves in cyberspace as they would offline. The issue of personality traits can alter or

minimise ones defence mechanism towards inhibition or expression (Berggren, Richards Taylor, & Derakshan, 2013). No doubt, the online disinhibition effect will interact with various types of personality (Suler, 2004). Therefore the need to explore what type of person in what circumstances are more predisposed to the various elements of online disinhibition.

The Present Study

Previous research has recognised homophobia as the fear of being perceived as lesbian gay or bisexual (Plumber, 2014). The reasons as to why heterosexuals use homophobic language online and offline and the meanings attached to them needs to be explored in order to eradicate homophobia. As a result the following research questions will be presented:

Research Questions

R.Q.1 Is there a difference in the quantity and quality of language used by heterosexuals when describing gay men online and offline?

R.Q.2. What are the types of homophobic words used by heterosexuals when describing gay men online and offline? Secondly, since the terminology has shifted over the years (Binder, 2013) a qualitative study will aim to capture the participants experience of why it is necessary to use derogatory language towards gay men?

R.Q.3 Is there a difference in the type of homophobic language used by younger heterosexual compared to older heterosexuals when describing gay men online and offline?

Hypotheses

H1. There will be a significant number of heterosexual males who will use homophobic words and phrases towards gay men to a greater extent online than offline.

H1b There will be less of a significant number of heterosexual females who will use homophobic words and phrases towards gay men to a lesser extent online than offline.

H2. There will be a significant number of Homophobic words used to describe gay men will have a greater meaning of intent to degrade online than offline.

H3. There will be a significant number of younger heterosexual males who will use positive words and phrases towards gay men and phrases online than offline.

Methodology

Design

This current study utilized a between participant quasi experimental design. The independent variables were ages on three levels (18-29, 39-49, 50-69) and gender on two levels (male, female). The dependent variables were the responses to online questions and categories as language providers for participant's emotional and cognitive words using a Linguistic Inquiry and Word Count (LIWC).

A combination of quantitative and qualitative methods of research was employed.

Participants

As the study was interested in the use of derogatory words online and offline when describing gay men, the target population consisted of one hundred and nine heterosexual participants. To reduce ethical issues, only individuals aged 18 or older were selected. A field study consisting of twenty heterosexual's students 10 male, ten female from the Institute of Art, Design and Technology Dun Laoghaire (IADT) was used to compile a lexicon of homophobic words. Six participants, 4 male and two females from the workplace were used for a pilot study.

Materials

The quantitative data collected from each participant was from an online survey which consisted of twenty short questions devised by the researcher (Appendix A). A rating scale was devised which asked participants to indicate the extent to which they agree or disagree when considering the use of derogatory words. The scale showed a Cronbach alpha coefficient of .89. Qualitative data was collected with the use of a Linguistic Inquiry and Word Count: (LIWC; Pennebaker, Francis, & Booth. 2001) analysis programme designed

specifically to look at how language provides insight into the emotional and cognitive worlds of individuals was performed.

Procedure

An earlier field study of twenty heterosexual's students from the Institute of Art, Design and Technology Dun Laoghaire (IADT) consisting of ten males and ten females was used to compile a lexicon of homophobic words used both online and offline.

Table 1 Homophobic Words Collected From Field Study

BATTYBOY	BANDIT	BACKDOOR	MARGO	MUNCHER	RICKY MARTIN	PACKER
SUCKER	BENT	QUEER	PUSHER	BUMCHUM	AUNTIE	BITER
SHIT	RENT BOY	QUEENIE	PUFTER	GAYS	POOFTER	GAYBOY
SHIRTLIFTER	BUMCHUMS	QUEEN	LADY BOY	PUFFTER	COCK CRUNCHER	POOF
DADDY	LGBT	PUFF	HOMO	PINK PRINCESS	BEAR	PACKER
MUFFER	NANCYBOY	LADYBOY	GAYSIAN	PRICK	GAYLORD	GAY
BACKDOOR	BANDIT	FRUIT	BUTCH	DYKE	FAGGOT	BENDER
FRUITY	PANSY	FAIRY	TWINKIE	FAIRY	BATTYBOY	BUMMER
TWINKIE	PUFF	PRICK	MUFFER	LGBT	GAYBOY	BEAR

Part 1: Pilot study

There were no time constraints. An information sheet including a debriefing (Appendix B) and a consent form (Appendix C) was issued to all participants.. Once participants understood what was required of them, they began to separately fill in the questionnaire. No concerns were identified and no changes were made to the final online questionnaire. Twenty homophobic words were selected from the field study based upon frequency of usage.

Table 2 Frequently Used Homophobic Words

HOMO	QUEER	PUFFTER	PINKPRINCESS
FAGGOT	GAY	LADYBOY	QUEEN
DYKE	FAG	BEAR	FAIRY
BENT	SUCKER	GAYLORD	NANCY
BENDER	RENT	FRUIT	SHIRTLIFTER

Part 2: Online questionnaire

The main study ran from the 2nd February 2015 until the 16th March. A total of 144 survey responses were collected. Following data clean up only 109 survey responses had been completed. The online questionnaire <https://www.rationalsurvey.com/s/13181> was made accessible at all times.

Part 3: LIWC Output Dimension

All comments and phrases from each of the participant's questionnaires were placed in a word text document and transferred into LIWC. Files must be in TEXT or ASCII format. Six of the eighty variables were identified: Self, You, Positive Emotions, Negative Emotions, Anger and Certainty which came under the psychological process dimension. Once entered into LIWC, results are automatically equated as percentages of the total words in sample (Appendix D). The total percentages are reassigned into numeric data for SPSS Statistic Version 20 analyses. According to Pennebaker & Francis (1999) preparing text for LIWC analysis it is important to check spelling errors, abbreviations, hyphens and colloquialisms. Additional information sheet provides further output variable information (Appendix E).

Ethical Consideration

In case participants wanted further information about the study, or have their data removed or require a copy of the research article. Participants were issued with the researchers email address and telephone number. The entire data has been made anonymous for the purpose of this study. There were no ethical concerns and ethical approval was arranged by the Department of Technology and Psychological Ethics Committee IADT Dun Laoghaire.

Results

Age and Gender Statistics

As shown in Figure 1, there is a disproportional level of females (39.4%) to males (22%) in the age group 30-49 years old. Males (14%) have an increase to females (10%) in the age group 18-29 years old. The older age group 50-69 years old has a marginal difference, males (6%) and females (9%).

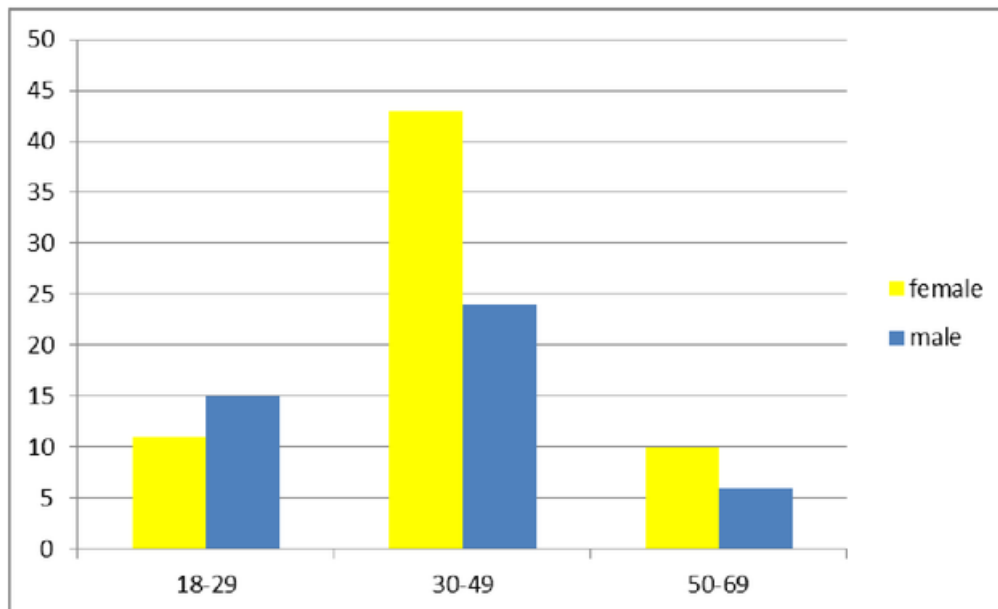


Figure 1: Age Demographics between Males and Females.

Overall Preference for Social Media Sites

Participants using Social Media Sites

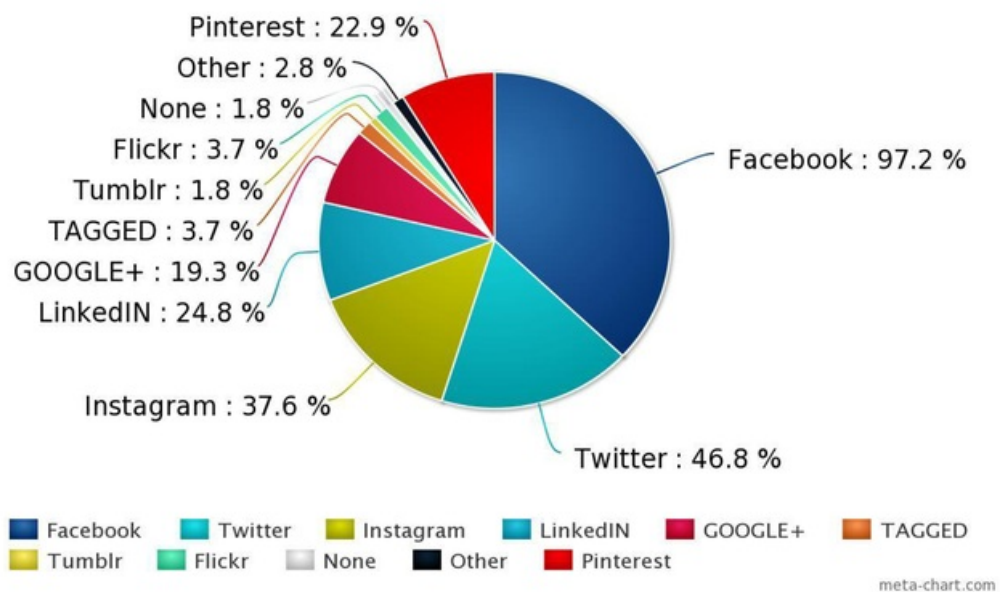


Figure 2: Preferred Online Social Media Sites among Participants.

Social Media Sites used when expressing derogatory words

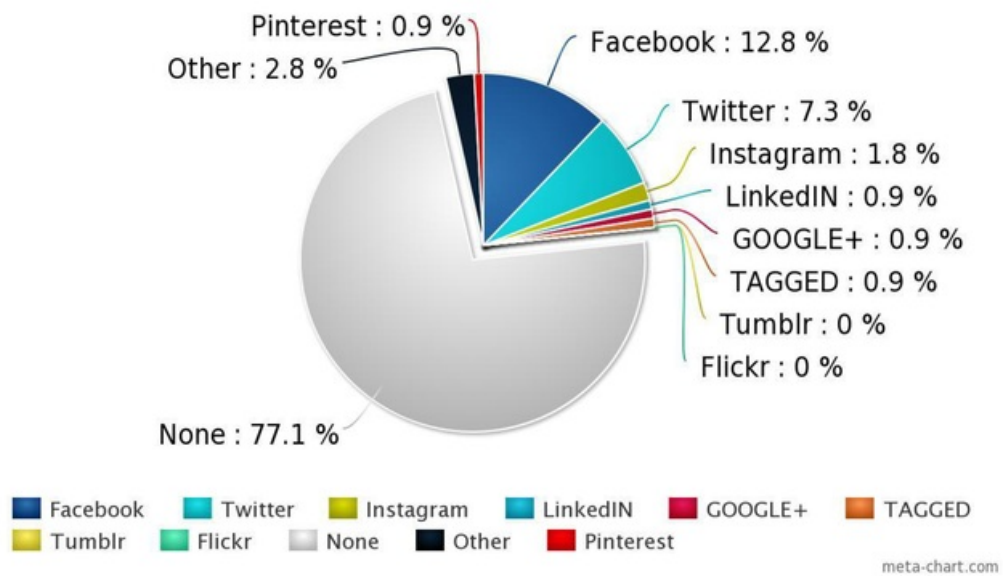
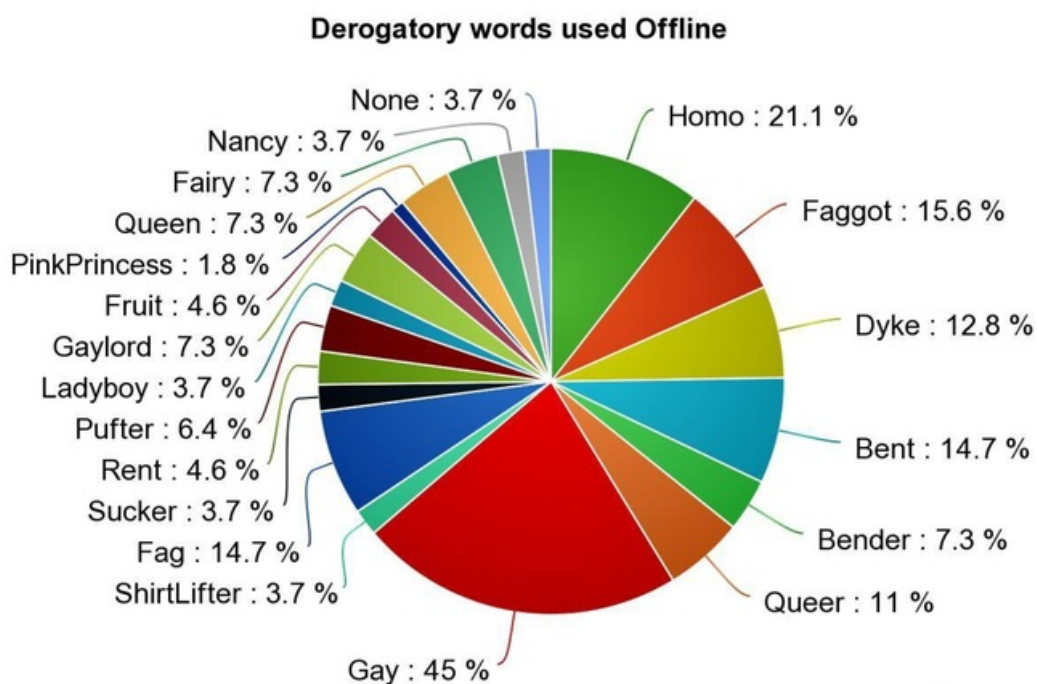


Figure 3: Social Media Sites used when expressing derogatory words online.

The Use of Homophobic Language Online and Offline

Table 3 highlights participants use of homophobic language offline (21%) compared to online (7.3%).

			N	MIN	Max	Mean	Std. Dev
Homophobic Language Online	YES	7.30%	109	1	3	1.94	0.281
	No	91.70%					
Homophobic Language Offline	Yes	21.10%	109	1	3	1.8	0.426
	No	78%					



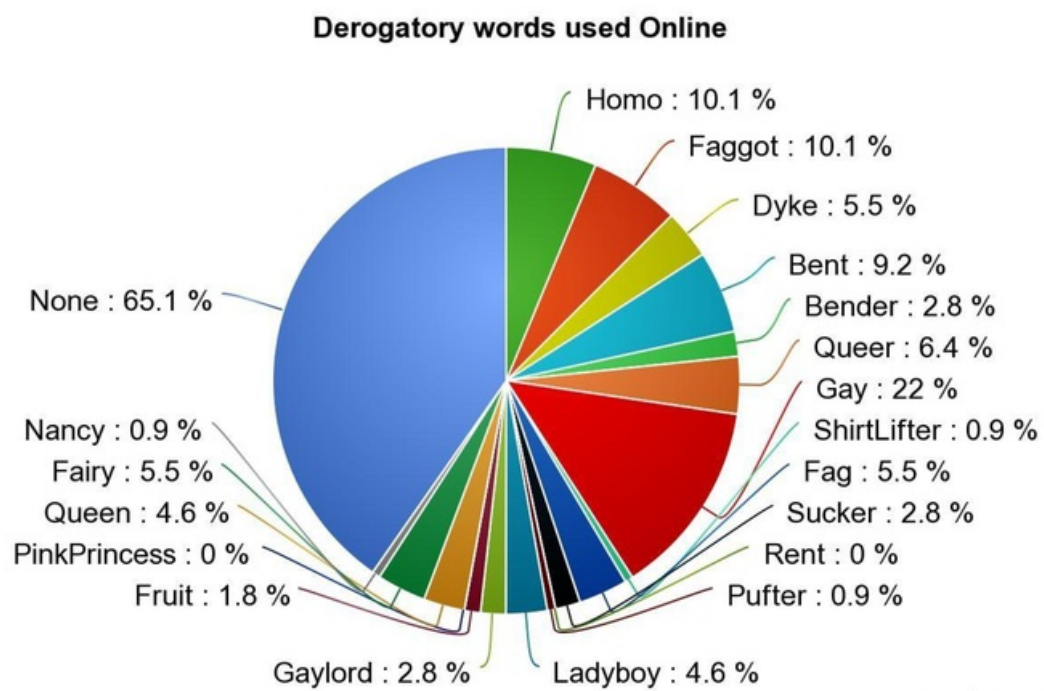


Figure 4: A Percentage Breakdown of Selected Derogatory Words used Online & Offline

Table 4: Rating Scale of Homophobic Words Considered Derogatory

Words	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Homo	5.50%	10.10%	9.20%	32.10%	43.10%
Faggot	5.50%	9.20%	4.60%	22.90%	56.90%
Dyke	6.40%	10.10%	11%	22%	50.50%
Bent	5.50%	11.90%	11%	29.40%	42.40%
Bender	4.60%	14.70%	9.20%	23.90%	47.70%
Queer	8.30%	13.80%	8.30%	24.80%	45%
GAY	10.10%	17.40%	18.30%	17.40%	36.70%
ShirtLifter	4.60%	12.80%	15.60%	17.40%	49.50%
Sucker	6.40%	12.80%	11.90%	22%	46.80%
Rentboy	7.30%	14.70%	7.30%	22%	48.60%
Pufter	5.50%	12.80%	12.80%	21.10%	47.70%
Ladyboy	6.40%	14.70%	11.90%	19.30%	46.80%
Bear	9.20%	16.50%	22.90%	16.50%	34.90%
Gaylord	5.50%	15.60%	11.90%	24.80%	42.20%
Fruit	7.30%	15.60%	13.80%	20.20%	43.10%
Pink	6.40%	15.60%	14.70%	21.10%	42.20%
Princess	5.50%	17.40%	18.30%	22%	36.70%
Queen	4.60%	14.70%	11.00%	27.50%	42.20%
Fairy	2.80%	18.30%	11.90%	20.20%	46.80%
Nancy	0%	100%	0%	0%	0%

Table 5: Comparison of Mean Scores on Homophobic Words between Genders

	Word	N	Mean	Std. Deviation	Min	Max
Male	Faggot	45	5.11	7.71	4	5
Female	Faggot	64	4.31	4.16	4	5
Male	Dyke	45	3.82	1.302	4	5
Female	Dyke	64	1.3	1.154	4	5
Male	Bender	45	3.76	1.368	4	5
Female	Bender	64	4.09	1.165	4	5
Male	Shirtlifter	45	3.64	1.317	4	5
Female	Shirtlifter	64	4.16	1.185	4	5
Male	Rentboy	45	3.67	1.43	4	5
Female	Rentboy	64	1.43	1.271	4	5

Table 6: Overall Summary of LIWC Output Variable Information

Q4. If you use HP language online indicate why?

SELF	YOU	POS EMOTIONS	NEG EMOTIONS	ANGER	CERTAINTY
11.02	0	9	7	8	0

Q8. Have you ever been called Gay, Fag...?

SELF	YOU	POS EMOTIONS	NEG EMOTIONS	ANGER	CERTAINTY
11	0	12.43	25.3	28.33	19.29

Q15. Give a brief description of the type of HP language used in hip hop music?

SELF	YOU	POS EMOTIONS	NEG EMOTIONS	ANGER	CERTAINTY
11.38	0	9	10.34	15	12

Q16. How does it make you feel when you see these lyrics online or offline?

SELF	YOU	POS EMOTIONS	NEG EMOTIONS	ANGER	CERTAINTY
12	4	14	5	56	6

Q21. If none of the above, please specify?

SELF	YOU	POS EMOTIONS	NEG EMOTIONS	ANGER	CERTAINTY
13	6	3.4	8	2	2

Participants overall average individual percentage of sentences have been summarised to it is easier to see how language use can differ from person to person and from context to context.

Inferential Statistics

Data was entered into SPSS (Version 20). A Mann-Whitney U and Kruskal-Wallis nonparametric test of difference was performed on the data to test the four hypotheses.

H¹ Heterosexual male's use of homophobic words and phrases towards gay men to a greater extent online than offline

In testing H¹ it was found that there was a statistically significant difference in the use of homophobic words offline as seen across genders. Males ($Md=2$, $n=45$) and females ($Md=2$, $n=64$), $U=963.000$, $Z=4.085$, $p=.0005$, $r=0.4$. No significant difference in the use of homophobic words online across genders was observed. Males ($Md=2$, $n=45$) and females ($Md=2$, $n=64$), $U=1324.000$, $Z=-1.497$, $p=.134$, $r=0.14$.

H^{1b} showed a statically significant difference in the choice of homophobic words selected offline across genders. For males ($Md=2$, $n=45$) and females ($Md=2$, $n=64$), $U=1074.500$, $Z=-2.445$, $p=.014$, $r=0.234$. A difference in the choice of selecting HP words use by females showed a greater increase offline and online compared to males offline and online where they received a mean score of 39.9375 and 40.5000 respectively.

H² Homophobic words will have a greater meaning of intent to degrade online than offline

In testing H² it was found that there was a significant difference in the choice of homophobic words to degrade gay men offline. Males ($Md=2$, $n=45$) and females ($Md=2$, $n=64$), $U=1074.500$, $Z=-2.445$, $p=.014$, $r=0.23$. There was no significant difference in the choice of words selected to degrade gay men online. Males ($Md=2$, $n=45$) and females ($Md=2$, $n=64$), $U=1281.000$, $Z=-1.346$, $p=.178$.

A Mann-Whitney U Test revealed a significant difference in two words chosen offline. The word SHIRTLIFTER, Males ($Md=2$, $n=45$) and females ($Md=2$, $n=64$), $U=1112.00$, $Z=2.168$,

$p=.030$, $r=0.21$. The word FRUIT, Males ($Md=2$, $n=45$) and females ($Md=2$, $n=64$), $U=1122.500$, $Z=-2.054$, $p=.040$, $r=0.2$. A Kruskal Wallis Test revealed a statistical significance across three age groups when presented with the word SHIRTLIFTER. (Gp1, $n=26$: 18-29yrs, Gp2, $n=67$: 30-49yrs, Gp3, $n=16$: 50-69yrs) $X^2 (2=109=6.684$, $p= 0.35$. To test for effect size between Gp1 and Gp3 results revealed an ES of 0.37 a 66 percentile standing indicating a non-overlap of 27.4% in two distributions.

Linguistic Inquiry Word Count (LIWC) input into SPSS for analysis

In testing H^3 a Kruskal-Wallis revealed a significant difference in the LIWC variable ANGER across the three different age groups, when asked have you ever been called

gay. Gp1, $n=4$: 18-29yrs, Gp2, $n=9$: 30-49yrs, Gp3, $n=3$: 50-69yrs) $X^2 (2=16) = 10.751$, $p=.005$. The younger group (18-29) recorded a higher median score ($Md=5$) than the other two age groups, which recorded a median of ($Md=4$, 50-69 yrs) and ($Md=1$, 30-49yrs). A Mann-Whitney U Test revealed a non- significant difference across genders.

Appendix F contains the relevant SPSS output files for the above qualitative data.

Appendix G Overall % Measures and Mean Scores of using Homophobic Language Offline and Online.

Discussion

Background

This research set out to explore the linguistic habits as to why heterosexuals use of derogatory words online when compared to offline when describing gay men. One area of concern was age and gender differences, particularly the usage and frequency of homophobic words online and offline when describing gay men.

Key Findings

This study demonstrated that there was a statistically significant difference in the use of homophobic words offline as seen across the heterosexual female sample. No significant difference in the use of homophobic words online across genders was observed. Therefore findings do not support the original H¹ that heterosexual males will use homophobic words to a greater extent towards gay men online than offline.

A statistically significant difference in the selected choice of homophobic words selected offline across the female sample was observed. A non-significant difference between males online was presented. These findings do not support the original H1^b as the significance was showing offline as opposed to online use of homophobic words towards gay men.

However, there was a significant difference in the selected choice of homophobic words to degrade gay men offline. A non-significant difference in the selected choice of words selected to degrade gay men online was recorded. Across the three age groups revealed a non-significant difference of positive words. There is no significance in favour of H³ that younger heterosexual males will use positive words towards gay men online. When asked to express; *how did it make you feel when the person themselves were called derogatory names?* The

variable ANGER revealed a significant difference for heterosexual males which indicated a significant difference across genders. The null hypothesis is rejected in favour of the hypothesis that younger heterosexual males will use positive words towards gay men online than offline.

Results in Light of Previous Studies

O, Dea *et al* (2014) make the point that the most insensitive and direct form of linguistic communication of prejudice is represented by homophobic words to minority groups or to their members with such words like fag, pansy or fairy (Henderson, 2003; Dutton, 2007). This means the use of language in how we insult or degrade another person or group can become a powerful instrument in treating out groups as less than human. The homophobic words; faggot, shirt lifter, queer as seen in the present study were frequently used offline among females. As there was no significant difference in the use of homophobic words online across genders but significance with females offline lends itself to Mc Cormack (2014) study which points out that regardless of gender.

With regard to the insinuation of stereotypes Brown & Alderson (2010) study make the point heterosexual males emphasize their masculinity by using derogatory words towards gay men as a means to assist in male bonding. These findings have shown the use of homophobic slurs used to degrade gay men lead to hegemonic masculinity Donaldson (1993) but fails to consider how females verbally insult gay men. Especially when the present research study has shown, males online have less of a tendency to express derogatory words than females do online. The words like faggot dyke, bender, shirt lifter and rent boy have been recorded online.

In exploring the attitudes concerning homophobia Mc Cormack's (2012) research study which showed a decline in teenage boys use of homophobic language. This was brought

about by showing inclusive attitudes and tolerant behaviour towards gay men. As a result heterosexual teenage boys were more at ease with homosexuality offline. However, results for this study indicated that when a direct question was presented online to heterosexual male's there was a relatively significant response to the variable anger. This would suggest a degree of intolerance and hostility is still prevalent among young heterosexual males which lend support to Allan et al, (2006) study.

However, the need to verbally express themselves to one another and do things they wouldn't do when face to face, provides ease and flexibility to verbally criticise or insult. A term Suler (2004) referred to as the toxic disinhibition effect, whereby they loosen up, feel less restrained and express themselves more openly. However, findings in this research relating to deceptive behaviour offline showed significant disparity when compared to derogatory words used online. This would suggest not only do people reveal much more about themselves online (Suler, 2004) but equally people's influences offline can be altered (Berggren et al, 2013). Interestingly, when participants were asked which social media sites have they used to express derogatory towards gay men (77.1%) reported none of the social media sites. This would suggest the sample size in this study was tolerant of gay men or may have gay friends or family members and are completely less homophobic than others. Interesting, only a 2.8% chose other social media sites to express derogatory words compared to Facebook's 12.8% and Twitters 7.3% usage.

It is worth noting Hip Hop music presented homophobic language not only as unequivocal discourse but adopts homophobic beliefs in everyday conversation which is contagious (Binder, 2013). When participants were asked: Do you ever come across homophobic language in hip hop music? Results revealed a (45%) positive response rate thus supporting Binder's (2013) study that jargon and colloquialisms in music infiltrate everyday conversation and social networks all over the world. However, the results revealed a 55%

negative response, so perhaps participants don't listen to Hip Hop music. Even though the age group (67%) was between 30-49 years old, generally hip hop music is associated with a younger age group.

Strengths and Limitations

It is felt that the sample size (N=109) gave an acceptable representation of the heterosexual population. Equally, the age and gender range and selection criteria of measuring only heterosexuals helped to minimise confounding factors. As the sample size responded to the online questionnaire, not all participants responded in a positive manner but measuring non responses were of equal importance. The intricate detail of this online quasi experiment revealed the importance of updating and educating the general population. For an in depth analysis of participants responses, the use of LIWC was restrictive due to either one word responses or a single sentence being presented which consisted on average of about ten or less words.

The method of a convenience sample of 109 participants restricts the generalizability of the results of this research study as participants were located using online devices. Hence, a number of other techniques of recruitment among the general population may have revealed wide-ranging outcomes. The use of a quantitative method presented a one dimensional view. A qualitative method was explored; the data from LIWC analysis was transferred to numeric data for further analysis. This may have warranted a deeper thematic analysis for investigation. However, due to word and time constraints this was proving to be a difficult situation.

The present study revealed a significant result with regard to the high volume of participants not expressing derogatory language online. This significance may be due to a shift in attitudes and perception of gay men in society. Perhaps with the popular yes vote for equality

in same sex marriage may have distorted heterosexual's opinions. After all, results place a significant finding among heterosexual females use of homophobic slurs offline and online. Perhaps the mood of heterosexual females has changed in society and further research is required in this area.

Implications of the study

Findings suggest the use of homophobic slurs online had significantly declined was an unexpected outcome. Even though Facebook was the most popular social media site with a 22% usage of the word Gay used online. This was not the case when the word Gay was presented offline with a 45% usage rate. These findings support Brown & Alderson (2010) study that even though the words themselves may appear homophobic, it becomes harmful repartee to assist male bonding and seen as casual inference rather than used as a form to ridicule. Nevertheless, the need to declare or assert ones masculinity by the use of slurs presents a difficult scenario particularly when hegemonic masculinity becomes a dominant factor. But, Brown & Alderson's (2010) study was biased as the focus was on heterosexual males and excluded females. A true and balanced representation of the entire heterosexual population must be considered. As does the need to educate rather than reform has the advantage of allowing others to gain insight into alternative lifestyles which are very much the same as their own (O'Neil, 2014).

If this is the case, implications of the present study should be beneficial in promoting awareness at every age level with every genders concerned. In addition, transparency and communication can be used as a negotiation implement to help set up open dialogue for combating homophobia both online and offline in order to promote equality.

In terms of overall implications of this research, one key area has emerged. Demonstrating an equal tolerance offers the means to educate, redefine and reduce homophobic language in everyday conversation among heterosexuals.

Future Research

As mentioned beforehand, the use of a quantifiable method presented a one dimensional standpoint. Perhaps a greater range of variables such as socio-economic status, ethnicity and culture could be explored in order to gain a richer and detailed account as to the reasons why rather than how? In order for this to be interpreted, future research using a qualitative Interpretative Phenomenological approach would allow the phenomena of life's experiences to be structurally and systematically be analysed, thereby allowing in depth interpretations of lived experiences. It is phenomenological because it is concerned with the detailed analysis of the participant's life world. It is concerned with the way in which people actually experience the world and account for their experiences. The potential to gain a deeper understanding through means of open ended questions allow participants to express themselves as they wish.

Conclusion

The specific expressions people use to describe what it means to be a man or what it means to assert ones masculinity vary widely from culture to culture (Siraj, 2014). But how people express themselves face to face and online can sometimes be very different. People say and do things in cyberspace that they wouldn't ordinarily say and do in the face to face world. This may be so as this research has shown a noticeable shift in the use of derogatory slurs towards gay men from online to offline. Furthermore, this research study showed how negative and volatile comments come from females online and as internet users tend to be less controlled and express themselves more openly (Marriot & Buchanan, (2014). It provides

ease and flexibility in how one communicates, verbally insults and criticises others, just as equally offline which warrants constant attention.

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Appendices

Appendix A: Online Survey Questions

1) What is your gender?

- ☐ Male
- ☐ Female

2) What age are you?

- ☐ 18-29
- ☐ 30-49
- ☐ 50-69

☐

3) Do you use Homophobic language online?

- ☐ Yes
- ☐ No
- ☐ No Comment

4) If so, please indicate why?

A rectangular text input field with a light gray border. It has a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, indicating it is a multi-line text area.

5) Do you use homophobic language offline?

- ☐ Yes
- ☐ No
- ☐ No Comment

6) If so, please indicate why?

A rectangular text input field with a light gray border. It has a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, indicating it is a multi-line text area.

7) Have you ever been called Gay, Homo, Fag or Poof as an insult?

- ☐ Yes
- ☐ No
- ☐ No comment

8) How did it make it you feel?



9) Which social media sites are you presently using?

- ☐ Facebook
- ☐ Twitter
- ☐ LinedIN
- ☐ Instagram
- ☐ Pinterest
- ☐ Google+
- ☐ Tumblr
- ☐ Flickr
- ☐ TAGGED
- ☐ Other
- ☐ None at all

10) Which social media sites have you used when expressing derogatory words towards Gay men?

- ☐ Facebook
- ☐ Twitter
- ☐ LinkedIN
- ☐ Instagram
- ☐ Pinterest
- ☐ Google+
- ☐ Tumblr

- ☐ Flickr
- ☐ TAGGED
- ☐ Other
- ☐ None at al

11) Please type in below the word or words you have used on those social media sites.

12) Which of the following media publications have you seen using derogatory words towards Gay men?

- ☐ Advertisements
- ☐ Magazines
- ☐ Television
- ☐ Films
- ☐ Newspapers
- ☐ Other
- ☐ None of the above

13) Please type in below the words or words you have seen in media publications

14) Have you ever come across homophobic language in the form of Hip-Hop music or popular music?

- ☐ Yes
- ☐ No
- ☐ Never

15) Give a brief description of the type of lyrics used in Hip-Hop or popular music

16) How does it make you feel when you see these lyrics online or offline?

17) Which of the following words would you consider derogatory.

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Homo	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Faggot	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Dyke	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Bent	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Bender	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Queer	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Gay	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Shirflifter	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Sucker	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Rent Boy	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Pufter	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>

Ladyboy	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Bear	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Gaylord	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Fruit	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Pink princess	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Queen	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Fairy	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
Nancy	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree or disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>

18) Please select 5 words from the list below that you have used online

- ☐ Homo
- ☐ Faggot
- ☐ Dyke
- ☐ Bent
- ☐ Bender
- ☐ Queer
- ☐ Gay
- ☐ Shirtlifter
- ☐ Fag
- ☐ Sucker
- ☐ Rent
- ☐ Puffer
- ☐ Ladyboy
- ☐ Bear
- ☐ Gaylord
- ☐ Fruit
- ☐ Pink princess

- ☐ Queen
- ☐ Fairy
- ☐ Nancy
- ☐ None of the above

19) Please select 5 words from the list below that you have used face to face

- ☐ Homo
- ☐ Faggot
- ☐ Dyke
- ☐ Bent
- ☐ Bender
- ☐ Queen
- ☐ Gay
- ☐ Shirtlifter
- ☐ Fag
- ☐ Sucker
- ☐ Rent
- ☐ Puffter
- ☐ LadyBoy
- ☐ Bear
- ☐ Gaylord
- ☐ Fruit
- ☐ Pink Princess
- ☐ Queer
- ☐ Fairy
- ☐ Nancy
- ☐ None of the above

20) Which of the following words would you use online or offline in order to combat Homophobia?

- ☐ Eradicate
- ☐ Educate
- ☐ Reform
- ☐ Equality
- ☐ None of the above

☐ No Comment

21) If none of the above, please specify.



Appendix B: Participant Information sheet and Debriefing

Title: Homophobic Words Face to Face and Offline: An Emotional Hit and Run.

Purpose of the Research

You are being invited to consider taking part in the research study. It is being researched as part of MSc Cyber psychology final thesis. The aim of the research is to explore the types of derogatory words used against homosexual men in both online and face to face. Responses will provide an in depth understanding of why it is necessary to use homophobic slurs towards gay men when exposed to derogatory words online or face to face.

Invitation:

Participants in this study will be invited to answer several questions relating to the use of homophobic language online and face to face. This study has been approved by the Department of Technology and Psychology Ethics board in IADT. Please take your time to read this information. If you need additional information please contact the number listed below.

Do I have to take part?

You are free to decide whether you wish to take part or not. A consent form will be made available if you wish to participate. Feel free to withdraw at any time from this study at any time and without giving any reason

If I decide to participate, what do I have to do?

This study should take about twenty minutes of your time.

What are the benefits (if any) of taking part?

You will be helping to add to a contribution of knowledge about the psychology behind language in providing a lexicon of negative and positive words to understand the differences in language used by heterosexuals online and offline. A lexicon of words can be presented in order to restrain, educate and combat homophobia.

How will my information about me be used?

All information gathered from participants will be confidentially maintained and stored by IADT. Participant's identity will remain anonymous. All data will be stored from one to five years. After five years all data will be destroyed.

Who will have access to information about me?

The study is anonymous and all data will be stored on a computer which is password protected. Participant will be given an ID number to ensure anonymity and confidentiality.

What if there is a problem?

If you have any problems or wish to read the thesis when it is complete please do not hesitate to contact the researcher N00133669@iadt.student.ie or Supervisor Hannah Barton; Hannah.barton@iadt.ie

Please feel free to contact: http://www.iadt.ie/en/Current_Services/Student_service/ If you feel a degree of discomfort after this study contact 01-2394650 where an IADT counselling service is made available.

Once again thank you for your consideration to participate in this research.

Please Tick I Agree To Terms Then Continue

☐

Appendix C: Consent Form

Title of Project: Homophobic Words Face to Face and Online: An Emotional Hit and Run.

Please circle as appropriate:

I have read and understood all the information presented. NO YES

I understand I am free to withdraw at my own free will. NO YES

I agree to participate. NO YES

I understand the data collected will remain anonymous and kept safe by IADT for a set period of time. NO YES

Please circle your Gender type:

Male Female

Please circle your sexual orientation type:

Heterosexual Homosexual Bisexual Other

Please state your age _____

Which Social Media Site do you use?

Participants Signature Initials Block letters

Researchers Signature Initials Block letters

Date:

Appendix D: Participants Individual LIWC Files

Question 4: If you use Homophobic language online indicate why?

Filename	Self	You	PosEmo	NegEmo	Anger	Certainty
1406483liwcq4.docx	11.76	0	5.88	0	0	0
1406488liwcq4.docx	11.76	0	5.88	0	0	0
1416097liwcq4.docx	0	0	0	7.14	0	0
1416192liwcq4.docx	7.14	0	0	7.14	7.14	0
1416502liwcq4.docx	0	0	0	0	0	0
1416529liwcq4.docx	9.09	0	9.09	0	0	0
1416669liwcq4.docx	0	0	4.76	4.76	0	0
1416826liwcq4.docx	0	0	0	0	0	0
1417344liwcq4.docx	9.09	0	0	0	0	0
1418716liwcq4.docx	27.27	0	0	0	0	0
1419328liwcq4.docx	0	0	10	0	0	0
1419646liwcq4.docx	0	0	0	0	0	0
1419651liwcq4.docx	0	0	0	9.09	9.09	0

Question 8: Have you ever been called gay, Fag, or Poof as a n insuly, how did it make you feel?

Filename	Self	You	PosEmo	NegEmo	Anger	Certainty
1398171Q8LIWC.docx	11.11	0	5.56	0	0	0
1398488Q8LIWC.docx	11.11	0	11.11	11.11	11.11	0
1398573Q8LIWC.docx	0	0	0	6.67	6.67	0
1399260Q8LIWC.docx	6.67	0	0	6.67	4.44	2.22
1400117Q8LIWC.docx	0	0	0	66.67	33.33	0
1406488Q8LIWC.docx	18.18	0	0	5.45	0	0
1406647Q8LIWC.docx	0	0	0	14.29	0	0
1406865Q8LIWC.docx	6.25	0	3.12	3.12	0	0
1412497Q8LIWC.docx	11.11	0	5.56	5.56	0	0
1416092Q8LIWC.docx	6.67	0	3.33	3.33	0	0
1416097Q8LIWC.docx	0	0	0	33.33	33.33	0
1416192Q8LIWC.docx	16.67	0	16.67	0	0	0
1416213Q8LIWC.docx	13.33	0	0	13.33	13.33	0
1416529Q8LIWC.docx	10.34	0	0	6.9	3.45	0
1416540Q8LIWC.docx	5.56	0	0	5.56	5.56	0
1416573Q8LIWC.docx	0	0	0	50	0	0
1416574Q8LIWC.docx	3.7	0	0	3.7	1.85	0
1416575Q8LIWC.docx	11.11	0	0	0	0	0
1416669Q8LIWC.docx	7.41	0	0	3.7	0	3.7
1416826Q8LIWC.docx	11.11	0	0	5.56	0	0
1417023Q8LIWC.docx	0	0	0	33.33	33.33	0
1417100Q8LIWC.docx	0	0	0	33.33	0	0
1417101Q8LIWC.docx	0	0	0	100	100	0
1417344Q8LIWC.docx	7.69	0	0	3.85	0	0
1417494Q8LIWC.docx	0	0	0	50	50	50
1417911Q8LIWC.docx	7.69	0	0	15.38	7.69	0
1418179Q8LIWC.docx	4.55	0	0	4.55	0	0
1418201Q8LIWC.docx	10.34	0	0	6.9	0	0
1418716Q8LIWC.docx	0	0	0	50	50	0
1418718Q8LIWC.docx	13.64	0	0	9.09	9.09	4.55
1418771Q8LIWC.docx	12.5	0	0	6.25	0	0
1419097Q8LIWC.docx	0	0	0	100	50	0
1419328Q8LIWC.docx	20	0	0	40	40	0
1419421Q8LIWC.docx	0	0	16.67	0	0	0
1419637Q8LIWC.docx	14.29	0	0	0	0	0
1419641Q8LIWC.docx	0	0	25	0	0	0
1419643Q8LIWC.docx	0	0	0	100	0	0
1419646Q8LIWC.docx	0	0	0	0	0	16.67
1419651Q8LIWC.docx	0	0	0	25	0	0

Question 15: Give a brief description of the type of lyrics used in Hip Hop Music or popular music?

Filename	Self	You	PosEmo	NegEmo	Anger	Certainty
1398448liwcq15.docx	9.09	0	0	0	0	9.09
1399260liwcq15.docx	12.5	0	0	0	0	0
1406483liwcq15.docx	0	0	0	0	0	0
1406488liwcq15.docx	0	0	0	0	0	0
1406647liwcq15.docx	0	0	0	0	0	0
1406865liwcq15.docx	10	0	0	0	0	0
1416097liwcq15.docx	0	0	0	0	0	0
1416101liwcq15.docx	0	0	0	0	0	0
1416105liwcq15.docx	0	0	0	0	0	0
1416159liwcq15.docx	0	0	0	0	0	0
1416192liwcq15.docx	0	0	0	7.14	0	0
1416213liwcq15.docx	0	0	0	0	0	0
1416234liwcq15.docx	0	0	0	0	0	0
1416249liwcq15.docx	0	0	0	0	0	0
1416502liwcq15.docx	0	0	0	0	0	0
1416510liwcq15.docx	0	0	0	0	0	0
1416540liwcq15.docx	23.08	0	0	0	0	7.69
1416616liwcq15.docx	0	0	0	0	0	0
1416669liwcq15.docx	11.11	0	0	11.11	0	0
1416689liwcq15.docx	0	0	0	0	0	0
1416734liwcq15.docx	0	0	0	0	0	0
1416944liwcq15.docx	0	0	0	0	0	0
1417092liwcq15.docx	0	0	0	0	0	0
1417100liwcq15.docx	0	0	0	0	0	0
1417101liwcq15.docx	0	0	0	0	0	33.33
1417301liwcq15.docx	0	0	8.33	0	0	0
1417327liwcq15.docx	0	0	0	0	0	0
1417338liwcq15.docx	20	20	0	20	20	20
1417357liwcq15.docx	0	0	0	4.35	0	0
1417492liwcq15.docx	0	0	0	0	0	0
1417669liwcq15.docx	0	0	0	0	0	0
1418201liwcq15.docx	0	0	0	0	0	0
1418716liwcq15.docx	0	0	0	0	0	0
1418771liwcq15.docx	0	0	9.09	9.09	9.09	9.09
1419083liwcq15.docx	0	0	0	0	0	0
1419421liwcq15.docx	0	0	0	0	0	0
1419643liwcq15.docx	6.67	0	0	0	0	0
1419652liwcq15.docx	0	0	0	0	0	0
1419654liwcq15.docx	0	0	0	0	0	0

Question 16: How does it make you feel when you see these lyrics online or offline?

Filename	Self	You	PosEmo	NegEmo	Anger	Certainty
1398448liwcq16.docx	6.25	0	0	3.12	3.12	0
1399260liwcq16.docx	10	0	0	0	0	0
1406483liwcq16.docx	10	0	0	10	0	0
1406488liwcq16.docx	9.09	0	9.09	9.09	0	9.09
1406647liwcq16.docx	10	0	5	0	0	0
1416097liwcq16.docx	25	0	25	0	0	0
1416101liwcq16.docx	0	0	0	100	100	0
1416105liwcq16.docx	0	0	0	100	0	0
1416159liwcq16.docx	16.67	0	0	0	0	0
1416192liwcq16.docx	0	0	0	100	100	0
1416244liwcq16.docx	0	0	33.33	0	0	0
1416249liwcq16.docx	7.69	0	0	7.69	3.85	0
1416393liwcq16.docx	7.14	0	0	7.14	0	0
1416502Liwcq16.docx	0	0	0	25	0	0
1416510liwcq16.docx	0	0	14.29	14.29	0	0
1416529liwcq16.docx	4.88	0	0	4.88	2.44	0
1416540liwcq16.docx	0	5.56	0	0	0	5.56
1416574liwcq16.docx	0	0	0	100	100	0
1416575iwcq16.docx	0	0	0	100	50	0
1416616iwcq16.docx	0	0	0	0	0	0
1416640iwcq16.docx	0	0	0	0	0	0
1416652Liwcq16.docx	6.67	0	0	0	0	0
1416669liwcq16.docx	0	0	0	100	0	0
1416679Liwcq16.docx	5	0	0	5	0	0
1416689liwcq16.docx	0	0	0	100	50	0
1416734liwcq16.docx	0	0	0	0	0	0
1416944liwcq16.docx	0	0	0	100	0	0
1417092liwcq16.docx	0	0	0	20	0	0
1417100liwcq16.docx	0	0	0	0	0	0
1417101liwcq16.docx	0	0	0	100	0	0
1417301liwcq16.docx	0	0	0	0	0	0
1417327liwcq16.docx	0	0	5.88	17.65	0	0
1417338liwcq16.docx	0	0	0	100	100	0
1417344liwcq16.docx	0	0	0	100	100	0
1417357liwcq16.docx	0	0	0	0	0	0
1417492liwcq16.docx	7.89	2.63	2.63	3.95	1.32	1.32
1417652liwcq16.docx	9.09	0	0	0	0	9.09
1417669liwcq16.docx	0	0	0	0	0	0
1418201liwcq16.docx	33.33	0	0	0	0	0
1418716liwcq16.docx	16.67	0	16.67	0	0	0
1418771liwcq16.docx	0	0	0	100	100	0
1419083liwcq16.docx	0	0	0	14.29	14.29	0

Question 21: If none of the above please specify why/

Filename		Self	You	Posemo	Negemo	Anger	Certain
141669liwcQ21 -		0	6.25	0	9.38	0	0
141669liwcQ21 -		0	6.25	0	9.38	0	0
141669liwcQ21 -		0	6.25	0	9.38	0	0
141669liwcQ21.docx		0	6.25	0	9.38	0	0
1398171LiwcQ21.docx		33.33	0	0	0	0	0
1406483LiwcQ21.docx		2.04	4.08	4.08	2.04	2.04	2.04
1416092LiwcQ21.docx		7.41	0	3.7	3.7	3.7	1.85
1416105LiwcQ21.docx		14.29	0	0	14.29	0	0
1416654LiwcQ21.docx		0	0	0	0	0	0
1417344liwcQ21.docx		5.48	0	2.74	0	0	2.74

Appendix E: LIWC Output Variable Information

Dimension	Abbrev	Examples	# Words	Judge 1	Judge 2
I. STANDARD LINGUISTIC DIMENSIONS					
Word Count	WC				
Words per sentence	WPS				
Sentences ending with ?	Qmarks				
Unique words (type/token ratio)	Unique				
% words captured, dictionary words	Dic				
% words longer than 6 letters	Sixltr				
Total pronouns	Pronoun	I, our, they, you're	70		
1 st person singular	I	I, my, me	9		
1 st person plural	We	we, our, us	11		
Total first person	Self	I, we, me	20	.78	.47
Total second person	You	you, you'll	14		
Total third person	Other	she, their, them	22		
Negations	Negate	no, never, not	31		
Assents	Assent	yes, OK, mmhmm	18		
Articles	Article	a, an, the	3		
Prepositions	Preps	on, to, from	43		
Numbers	Number	one, thirty, million	29		
II. PSYCHOLOGICAL PROCESSES					
Affective or Emotional Processes	Affect	happy, ugly, bitter	615		
Positive Emotions	Posemo	happy, pretty, good	261	.63	.33
Positive feelings	Posfeel	happy, joy, love	43		
Optimism and energy	Optim	certainty, pride, win	69	.37	.22
Negative Emotions	Negemo	hate, worthless,	345	.75	.38
Anxiety or fear	Anx	nervous, afraid, tense	62	.57	.40
Anger	Anger	hate, kill, pissed	121	.57	.41
Sadness or depression	Sad	grief, cry, sad	72	.66	.29
Cognitive Processes	Cogmech	cause, know, ought	312		
Causation	Cause	because, effect, hence	49	.39	.31
Insight	Insight	think, know, consider	116	.73	.23
Discrepancy	Discrep	should, would, could	32	.53	.20
Inhibition	Inhib	block, constrain	64		
Tentative	Tentat	maybe, perhaps, guess	79	.49	.21
Certainty	Certain	always, never	30		
Sensory and Perceptual Processes	Senses	see, touch, listen	111		
Seeing	See	view, saw, look	31		
Hearing	Hear	heard, listen, sound	36		
Feeling	Feel	touch, hold, felt	30		
Social Processes	Social	talk, us, friend	314		
Communication	Comm	talk, share, converse	124		
Other references to people	Othref	1 st pl, 2 nd , 3 rd per prns	54		

Friends	Friends	pal, buddy, coworker	28	.74	.69
Family	Family	mom, brother, cousin	43	.81	.80
Humans	Humans	boy, woman, group	43		
III. RELATIVITY					
Time	Time	hour, day, oclock	113		
Past tense verb	Past	walked, were, had	144	.75	.75
Present tense verb	Present	walk, is, be	256		
Future tense verb	Future	will, might, shall	14		
Space	Space	around, over, up	71		
Up	Up	up, above, over	12		
Down	Down	down, below, under	7		
Inclusive	Incl	with, and, include	16		
Exclusive	Excl	but, except, without	19		
Motion	Motion	walk, move, go	73		
IV. PERSONAL CONCERNS					
Occupation	Occup	work, class, boss	213		
School	School	class, student, college	100	.27	.25
Job or work	Job	employ, boss, career	62		
Achievement	Achieve	try, goal, win	60		
Leisure activity	Leisure	house, TV, music	102		
Home	Home	house, kitchen, lawn	26		
Sports	Sports	football, game, play	28		
Television and movies	TV	TV, sitcom, cinema	19		
Music	Music	tunes, song, cd	31		
Money and financial issues	Money	cash, taxes, income	75		
Metaphysical issues	Metaph	God, heaven, coffin	85		
Religion	Relig	God, church, rabbi	56		
Death and dying	Death	dead, burial, coffin	29		
Physical states and functions	Physcal	ache, breast, sleep	285		
Body states, symptoms	Body	ache, heart, cough	200	.45	.61
Sex and sexuality	Sexual	lust, penis, fuck	49		
Eating, drinking, dieting	Eating	eat, swallow, taste	52		
Sleeping, dreaming	Sleep	asleep, bed, dreams	21		
Grooming	Groom	wash, bath, clean	15		
APPENDIX: EXPERIMENTAL DIMENSIONS					
Swear words	Swear	damn, fuck, piss	29		
Nonfluencies	Nonfl	uh, rr*	6		
Fillers	Fillers	youknow, lmean	6		

Words in category refer to the number of different dictionary words that make up the variable category. Judges refer to the distinction between the judgments making of the category with the LIWC variable. ‘Alphas’ refer to the Cronbach alphas for the internal reliability of the specific words within each category. Linguistic Inquiry and Word Count (LIWC) Pennebaker & Francis (1999)

Appendix F: SPSS Output Tables

Table F-1 H^1 Statistics

Ranks				
Gender		N	Mean Rank	Sum of Ranks
HP Language Offline	Male	45	44.40	1998.00
	Female	64	62.45	3997.00
	Total	109		

Test Statistics ^a	
	HP Language Offline
Mann-Whitney U	963.000
Wilcoxon W	1998.000
Z	-4.085
Asymp. Sig. (2-tailed)	.000

Table F-2 H^1 Statistics

Gender		N	Mean Rank	Sum of Ranks
HP Language Online	Male	45	52.42	2359.00
	Female	64	56.81	3636.00
	Total	109		

Test Statistics ^a	
	HP Language Online
Mann-Whitney U	1324.000
Wilcoxon W	2359.000
Z	-1.497
Asymp. Sig. (2-tailed)	.134

Table F-3 $H1^b$ Statistics

Case Processing Summary						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Select homo words online *	109	100.0%	0	0.0%	109	100.0%
Gender						

Report

Select homo words online

Gender	Mean	N	Std. Deviation	Median
Male	40.2222	45	1.62213	41.0000
Female	40.5000	64	2.04707	41.0000
Total	40.3853	109	1.88025	41.0000

Table F-4 $H1^b$ Statistics

Case Processing Summary						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Selecthomowordsoffline *	109	100.0%	0	0.0%	109	100.0%
Gender						

Report

Selecthomowordsoffline

Gender	Mean	N	Std. Deviation	Median
Male	39.2667	45	2.53521	40.0000
Female	39.9375	64	3.34700	41.0000
Total	39.6606	109	3.04357	41.0000

Table F-5 H^2 Statistics

Ranks				
Gender		N	Mean Rank	Sum of Ranks
Selected HP Words Offline	Male	45	46.88	2109.50
	Female	64	60.71	3885.50
	Total	109		

Test Statistics ^a	
	Selected HP Words Offline
Mann-Whitney U	1074.500
Wilcoxon W	2109.500
Z	-2.445
Asymp. Sig. (2-tailed)	.014

Table F-6 H^2 Statistics

Ranks				
Gender		N	Mean Rank	Sum of Ranks
Selected Homophobic Words Online	Male	45	51.48	2316.50
	Female	64	57.48	3678.50
	Total	109		

Test Statistics ^a	
	Selected HP Words Online
Mann-Whitney U	1281.500
Wilcoxon W	2316.500
Z	-1.346
Asymp. Sig. (2-	.178

Table F-6 H^2 Statistics

		N	Mean Rank	Sum of Ranks
Homo Slur	Male	45	51.73	2328.00
	Female	64	57.30	3667.00
	Total	109		
Faggotslur	Male	45	50.59	2276.50
	Female	64	58.10	3718.50
	Total	109		
Dykeslur	Male	45	50.28	2262.50
	Female	64	58.32	3732.50
	Total	109		
Bentslur	Male	45	51.38	2312.00
	Female	64	57.55	3683.00
	Total	109		
Benderslur	Male	45	51.16	2302.00
	Female	64	57.70	3693.00
	Total	109		
Queerslur	Male	45	50.38	2267.00
	Female	64	58.25	3728.00
	Total	109		
Gayslur	Male	45	55.83	2512.50
	Female	64	54.41	3482.50
	Total	109		
Shirtlifterslur	Male	45	47.71	2147.00
	Female	64	60.13	3848.00
	Total	109		
Suckerslur	Male	45	50.57	2275.50
	Female	64	58.12	3719.50
	Total	109		
RentBoyslur	Male	45	49.68	2235.50
	Female	64	58.74	3759.50
	Total	109		
Pufterslur	Male	45	48.46	2180.50
	Female	64	59.60	3814.50
	Total	109		
Ladyboyslur	Male	45	50.94	2292.50
	Female	64	57.85	3702.50
	Total	109		
Bears slur	Male	45	51.83	2332.50
	Female	64	57.23	3662.50
	Total	109		
Gaylordslur	Male	45	51.54	2319.50
	Female	64	57.43	3675.50
	Total	109		
Fruitslur	Male	45	47.94	2157.50
	Female	64	59.96	3837.50
	Total	109		
Pinkslur	Male	45	49.73	2238.00
	Female	64	58.70	3757.00
	Total	109		
Princessslur	Male	45	54.20	2439.00
	Female	64	55.56	3556.00
	Total	109		
Queenslur	Male	45	51.66	2324.50
	Female	64	57.35	3670.50
	Total	109		
Fairyslur	Male	45	51.54	2319.50
	Female	64	57.43	3675.50
	Total	109		
Nancyslur	Male	45	55.00	2475.00
	Female	64	55.00	3520.00

	Homoslur opinions	Faggotslur	Dykeslur	Bentslur	Benderslur	Queerslur	Gayslur	Shirtlifterslur	Suckerslur	RentBoyslur
Mann-Whitney U	1293.000	1241.500	1227.500	1277.000	1267.000	1232.000	1402.500	1112.000	1240.500	1200.500
Wilcoxon W	2328.000	2276.500	2262.500	2312.000	2302.000	2267.000	3482.500	2147.000	2275.500	2235.500
Z	-.962	-1.363	-1.412	-1.060	-1.139	-1.357	-.239	-2.168	-1.307	-1.580
Asymp. Sig. (2-tailed)	.336	.173	.158	.289	.255	.175	.811	.030	.191	.114

Pufferslur	Ladyboyslur	Bears	Gaylordslur	Fruitslur	Pinkslur	Princessslur	Queenslur	Fairyslur	Nancyslur
1145.500	1257.500	1297.500	1284.500	1122.500	1203.000	1404.000	1289.500	1284.500	1440.000
2180.500	2292.500	2332.500	2319.500	2157.500	2238.000	2439.000	2324.500	2319.500	3520.000
-1.935	-1.194	-.907	-1.007	-2.054	-1.530	-.230	-.977	-1.019	0.000
.053	.233	.365	.314	.040	.126	.818	.329	.308	1.000

Table F- 8 H3 Statistics

Age		N	Mean Rank
Self3	18-29	4	11.00
	30-49	18	11.61
	Total	22	
POSemotions3	18-29	2	6.00
	30-49	5	3.20
	Total	7	
NEGemotions3	18-29	9	16.22
	30-49	18	14.39
	Total	30	
Anger3	50-69	3	20.00
	18-29	4	14.25
	30-49	9	5.61
Certainty3	Total	16	
	50-69	3	9.50
	18-29	3	3.67
	30-49	1	2.00
	Total	5	
	50-69	1	2.00

	Self3	POSemotions3	NEGemotions3	Anger3	Certainty3
Chi-Square	.039	2.800	1.524	10.751	1.667
df	1	1	2	2	2
Asymp. Sig.	.844	.094	.467	.005	.435

a. Kruskal Wallis Test

Appendix G: Participants Overall % Measures and Mean Scores of using Homophobic Language Offline and Online

	Homo	Faggot	Dyke	Bent	Bender	Queer	Gay	Shirt lifte	Fag	C. Sucker
Online	10.1	10.1	5.5	9.20%	2.8	6.4	22	0.9	5.5	2.8
Offline	21.1	15.6	12.8	14.70%	7.3	7.3	45	3.7	14.7	3.7
Diff %	11	5	7.3	6%	4.5	0.9	23	2.8	9.7	0.9

	Rent	Pufter	Lady boy	Gaylord	Fruit	Princess	Queen	Fairy	Nancy	None
Online	0	0.9	4.6	2.80%	1.8	0	4.6	5.5	0.9	65
Offline	4.6	6.4	3.7	7.30%	4.6	1.8	7.3	7.3	3.7	3.7
Diff %	4.6	5.5	0.9	5%	2.8	1.8	2.7	1.8	2.8	61.3

In preparation for publication, this research study would like to consider the Taylor & Francis publishing group as its main publisher. There are two publishing houses within Taylor & Francis (Routledge & Psychology Press). Both of these publishers maintain a widespread selection of articles. The journal of Gay & Lesbian Social Services falls under the Routledge group and would be an ideal platform to consider my thesis entitled; Homophobic Words Face Face and Online: An Emotional Hit and Run.

Homophobic Words Face to Face and Online: An Emotional Hit and Run

GRADEMARK REPORT

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

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