

CHAPTER – ONE

INTRODUCTION

This study, “Language Deviations on Facebook: A Case of Graphology”, is a descriptive study which analyzes the deviant forms of language used on facebook with reference to graphology. Introduction consists of different headings and sub-headings, i.e. general background, statement of the problem, rational of the study, objectives of the study, significance of the study and delimitations of the study.

1.1 General Background

Language is primarily a means of communication. Language like other forms of social activity has to be appropriate to the speaker, receiver, situation and subject matter. Effective communication demands not only the grammatically correct sentences but situationally appropriate as well. Though the language needs to be correct situationally and grammatically, it keeps on changing with the course of time and the same utterance uttered in a situation in the past may not be suitable at the present. Likewise the traditional system of human communication has changed into very effective system of communication due to technological means i.e. email, internet, facebook, mobile phones, web chat, blogs and different other social sites to be noticed. Communication now is possible in every corner of the world via different electronic devices such as radio, television, etc. and print media like books, manuals, newspapers, magazines, etc. too.

This era is taken as the era of information technology. The generation of 21st century is experiencing different advanced technologies in every spare and aspects of their lives. Technology has brought a great revolution in different fields like education, business, communication, medicine, transportation and a lot more to be noticed. According to Mumford, “every technical process tends,

in its perfection, to eliminate the active worker from participation and to produce an effective substitute: the automation.”(1992, p. 16).

Technology is a broad term that refers both to artifacts created by human being, such as machine and methods used to create these artifacts. In other words, technology is broad concept that refers to use and knowledge of tools and craft, and how these tools and crafts affect our ability to control and adapt to the environment. A specific definition for the word ‘Technology’ is difficult to determine because technology can refer to materials, object of use to humanity, such as machines hardware but can also encompass broader themes including system, materials of organization and techniques. Technology has inseparable influence on human.

Similarly, in Beards’s (1992) view:

...technology constitutes the supreme instruments of modern progress. Although the term is freely employed in current writing, it’s meaning as actually and potentiality has never been explored and defined. Indeed, so wide reaching are its ramifications that the task is difficult and hazardous. Narrowly viewed, technology consists of the totality of existing laboratories, machine and processes already developed, mastered and in operation. But it is far more than mere objective realities.

Intimately linked in its origin and operation with pure science, even its most remote mathematical speculation, technology has a philosophy of nature and a method- an attitude toward materials and work- and hence a subjective force of high tension. It embraces within its scope great constellations of ideas, some explored to apparent limits and others in the form of passed problem and emergent issues dimly understood (as cited in Bhatt & Sharma, 1992, p. 19-20).

The development of computer technology has been most rapid, passing within a period of two or three decades from the bulky complicated and costly hardware to the present on the compact efficient and comparatively cheap stage.

Computer technology is slowly but surely influencing and changing many aspects of modern living. Today, it is common to communicate by email, chat online and browse for information on the net. There is the vast treasure of knowledge available in the website. Computer Assisted Language Learning (CALL) and Computer Mediated Communication (CMC) have become the influential methods rapidly emerging in the field of language learning.

According to Warschauer, “technology is developing so rapidly that it can often be difficult or even overwhelming to harness somewhat like trying to get a drink of water from a gushing fire hydrant” (1995b, p. XV).

Technologies significantly affect human as well as other species’ ability to control and adapt to their natural environments. The human species’ use of technology began with the conversion of natural resource into simple tools. The pre historical discovery of the ability to control fire increased the available sources of food and the invention of the wheel helped humans in travelling and controlling their environment. Recent technological developments include the printing press, the telephone, computer, internet, email, and websites, have lessened physical barriers to communication and allowed humans to interact freely on a global scale. So, technology is the making, usage and knowledge of tools, techniques, crafts, systems or methods of organization in order to solve a problem or serve some purpose.

People tend to think of technology as fast paced, quickly changing and difficult to keep up with. In some ways, this perception accurately characterizes the technology-related aspect of applied linguistics. Over the past few decades drastic change have occurred in the field of technology that intersect with language teaching, language assessment, language analysis and many more aspects of language use.

Among many technologies, the role of technological means of communication in learning language is crucial. Social sites like facebook and other means of communication like yahoo, skype, viber, blog, different websites and blogs, online and offline chatting, etc. help the language learners learn the language informally in their daily life, without any formal instruction, automatically. These technologies are very common nowadays, which are useful in language learning, yet the influence of facebook on people in the different countries is alarming and our country Nepal is not the exception. The effect of facebook on people is so unpredictable, unrestricted and has evolved at an incredible speed. As language of electronic media (i.e. radio, television, film, email, etc.) and print media (i.e. books, manuals, newspapers, magazines, brochures, banners, etc.) have their own kind of certain language, the other media of communication, facebook has brought along its own language. The language of facebook mirrors the new communication technology.

The research tries to account some linguistic deviations found in the language of facebook chat and also tries to suggest some pedagogical implications for /about using deviant form of language on facebook chat.

1.2 Statement of the Problem

This is the age of information technology. People are using technologies to communicate with each other. Computer has replaced many classic means of communication which has made people's life easier and more comfortable. Millions of people use internet for their different purposes however using computer for communication has always been the most important part of life. Moreover, the use of facebook for communication is significantly increasing day by day. Having known the fact, people need to know and understand the languages used by different individuals to get the information and communicate. In addition, people should be aware of the changing trend of languages specially English to use the CMC in a perfect way. So, this study helps the people to understand the changing trend and largely used new style of

writing to better understand the information used in computer mediated communication. It also helps the students to learn the language in an effective way which makes them efficient in communication.

1.3 Rationale of the Study

Computer mediated language learning and computer mediated communication are two essential ways to teach the learners in the 21st century. It involves the learners in the real communication and introduces the graphological deviation which helps them learn about the changing pattern of the language. It helps to use the language in and outside the class effectively. Furthermore, the study of deviation in reference to graphology helps the learners to be careful about the possible use of language and modifications. Therefore, the teachers should introduce with the changing trend of language in order to help the learners gain the insight about the use of language. However, peculiar use of language makes the learners and teachers aware of new creations and effective ways of communicating.

1.4 Objectives of the Study

This study has the following objectives:

- To find out the language deviation used on facebook with reference to graphology, i.e.

Capitalization

Spacing between words

Punctuation

Mis - spelling

Alphabets

Abbreviations

Numericals

- To suggest some pedagogical implications of the finding of the study.

1.5 Significance of the Study

The study deals with deviant language used on facebook chat. The language used on facebook chat is such a thing which is to be enjoyed not in terms of its manner (physical aspect of the text) but in terms of its matter (i.e. content or meaning). This study will be significant especially for the students of applied linguistics who have a keen interest in the deviant language of facebook chat. Though there are some researches in the field of language used in Mass Media in our department and outside, there is no any research in the language deviation on facebook chat. The reason behind this is the researcher wants to observe the deviations in language used on facebook chat in reference to graphology.

This study will be equally advantageous to the student, teacher and syllabus designers as well. It is obvious that all the people involved in the use of facebook will be benefited by it. It is, therefore, expected to be useful as reference material for all those who are involved in teaching, and learning about the changing nature of language especially which is influenced by CMC, a modern technology (i.e. use of language on facebook chat).

1.6 Delimitation of the Study

This study will have following limitations:

- The study will be limited to the analysis of graphological deviations found on facebook chat, i.e. capitals, abbreviations, spacing between words, mis-spellings, punctuations, alphabets and numerals.
- The sample size will be 20 facebook users.
- The non-linguistic aspect of language like facial expression, body movement, will not be included under the scope of the study.
- This study will be limited to language deviation found in facebook only.

1.7 Operational Definition of the Key Terms

This study has depicted the following key terms:

Deviation: Deviation in this study has been defined as the eccentric use of language. Moreover, unusual use of language disregarding the norms of grammar is regarded as deviation in this study.

Facebook: This study refers facebook as the language used on chat while communicating. In addition, the use of language used on statuses and comments are not regarded as facebook in this study.

Graphology: The term graphology is used to refer to the analysis of capitals, spacing between words, punctuations, mis-spelling, alphabets, abbreviations and numericals in this study.

Chat: Language used in facebook to communicate online with each other.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

2.1.1 Technology and Language Learning

Language learning process has been drastically changed along with the development of technology. The blackboard was supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as early computer software programs which provide what were known as ‘drill’ – and – ‘practice’ grammatical exercise. In contrast, the audio – tape was the perfect medium for the audio lingual method, which emphasized learning through oral repetition. The 1980s and 1990s have seen a shift toward communicative language teaching, which emphasizes student engagement in authentic, meaningful interaction. In 1990s the personal computer emerged as a significant tool for language learning and teaching. Much of the early history of computer in language learning, in the 1980s and 1990s was concerned with keeping abreast of technological change.

Mainframe computers were at first seen as the taskmaster: a number of content courses, particularly in English grammar and computer science were provided by the Plato system (Bitzar,1960) at many universities. Students mastered each individual topic which considered of presentation and practice in the form of test in solitary confinement in a large laboratory. However, the continual miniaturization of electronics has given us increasingly smaller, faster, and more powerful desktop computers. At the start of the early 21st century ‘multimedia’ has become virtually synonymous with computer. With these changes, issues in Computer - Assisted Language Learning (CALL) has also evolved from an early emphasis on how to use new technology to research.

According to Nunan and Carter (2001, p.107), Higgings and Johns (1984) formed the major debate of the 1980s and 1990s over whether the computer was “Master” or “Slave” to the learning process: was the computer to be a replacement for teachers, or merely an obedient servant to students?

Coincidental with development of the multimedia, personal computer were the changes in our understanding of the teaching and learning of the language.

According to Nunan and Carter (2001) communicative approaches (spawned by Krashen), content-based learning (contoni- Harvey 1987) and task-based learning (Nunan 1989a, 1995b) are all enhanced by the computer. Technology-enhanced language learning was given a huge theoretical boost when Sydney Papert (1993) – creator of the computer language Logo – and others applied the principles of Dewey (1938) and Piaget (1950) to the use of computer.

“Constructivism” involves the use of problem – solving during the tasks and projects. In CALL this theory implies learning by using computer tools to explore simulated worlds, to build presentation and websites that reflects on personally engaging and significant topics, and to undertake authentic communication with other learners around the globe.

At present, the use of technological aids, especially those related to computers has become common. The web possesses a number of features which are particularly suited for second language learners’ growing proficiency in the language, which are as follows;

- It provides a rich data base of authentic materials.
- It offers an excellent tool for interactive learning.
- It provides an excellent context for collaborative material development.
- Its multimedia capabilities which combine graphics, sound and movies are particularly conducive to language learning.
- Materials stored in the web can reach a wide audience at a relatively low cost.

Reeder et al. (2004), found that learners' online "self introduction" postings differed significantly in terms of their underlying notion of how identity is established online and attributed these differences to the gap between the individual learner's communicative culture and that of the computer (p,93). They conclude that 'the kind of e-tools for communication and education such as bulletin boards; which cater to publicity, and learning platforms such as Web CT, which are based on the notion of western-style efficiency, are not necessarily appropriate tools for international groups of learners, even though one of the main driving forces of Internet-based learning is internationalization of education (p.100).

With the help of technologies, language education now seeks not only to teach students the rule of grammar, but rather to help them gain apprenticeship into new discourse communities. The computer is a powerful tool for learning process as it allows students access to online environments of international communication and community. The use of new technologies in the language classroom can enhance better international cross-cultural interactions which are the cry of the day for success in academic, vocational, or personal life of personnel.

2.1.2 Computer Assisted Language Learning (CALL)

CALL stands for Computer-Assisted Language Learning. CALL is defined as, "the search for and study of application of the computer in language teaching and learning", (Lavy, 1997, p.1). In the same way Egbert (2005) says, "CALL means learners learning language in any context with, through, and around computer technologies" (p.4). Here the first definition prioritize "application of the computer" in its information structure, the second definition not only prioritizes "learners learning language" but also broadens the potential types of relationship between computer technologies and language learning.

CALL is not universal panacea but simply another medium, powerful one, for promoting learning. It is the latest in the series of modern aids to language

learning which begin with the gramophone. It is the term most commonly used by the teachers and students to describe the use of computer as part of language course. CALL is not method: it is a tool that helps teachers to facilitate language learning process. CALL can be used to reinforce what has been learned in the classroom. It can be used as remedial work to help learners with limited language proficiency. Given the level of integration of digital technology in people's everyday lives in many parts of the world, Warschauer (1999a) has argued that the term Computer-Assisted Language Learning has outgrown its usefulness as a construct for teaching and research. While this may have been fine in the early days of the CALL when computers were used to perform structural drills, it is no longer appropriate when online communication has become a normal part of daily life. For Warschauer, the use of computers should not be framed as a special case but rather as an integral aspect of language learning and language use:

The truly powerful technologies are so integrated as to be invisible. We have no "BALL" (Book-Assisted Language Learning), no "PALL" (Pen-Assisted Language Learning), and no "LALL" (Library-Assisted Language Learning). When we have no "CALL", computer will have taken their place as a natural and powerful part of the language learning process (Warschauer, 1999a, n. p).

Some people may call it a courseware; an education computerized program. CALL is not software in the sense that it is not an application program. So, it is essential to distinguish between the concept of CALL and other software. Since the software like Power Point, Internet and word processing program do not provide interactive learning materials and individualized learning they cannot be regarded as CALL. On the other hand, CALL is a tool that is designed to provide interactive learning materials; using CALL the student can learn language on their own going through the design pattern of CALL. The design of CALL lessons must take into considerations some language pedagogies principles, which may be derived from learning theories

(behaviorism; cognitive psychology, constructivism) and second language learning such as Krashen's Monitor Hypothesis.

CALL may seem as an approach to teaching and learning foreign languages whereby the computers and computer-based resources such as the internet, website, etc. are used to present, reinforce and assess materials to be learned. CALL offers a number of program software and activities for language practice, viz, Drill, game, simulation and programmed instruction.

2.1.3 Computer-Mediated Communication (CMC)

Online Hyper Dictionary (2003) defines CMC as, "Communication that takes place through, or is facilitated by, computers. Examples include Usenet and email, but CMC also covers real-time chat tools like Lily, IRC and even Video Conferencing." Similarly, Berge and Collins (1995) opine that, "CMC describes the way we humans use computer systems and networks to transfer, store and retrieve information, but our emphasis is always on communication" (p.1).

CMC refers to human communication via computer and includes many different forms of synchronous or real-time interaction that human have with each other using computers as tool to exchange text, images, audio and video. CMC includes e-mail, network communication, instant messaging, text messaging, distant learning, internet forums, newsgroup, bulletin boards, online shopping, distribution lists and videoconferencing. CMC is a new way to communicate with each other, with new forms of language, customs and norms. Participants in CMC do not share the same physical environment. Communication which is mediated by the computer and the internet may be described with a number of terms, including virtual communication, online communication, electronic communication, cyber communication, or even cyber conversation...etc. All these are technically referred to as CMC, which can simply be defined as a domain of information exchange via the computer (Baron, 1998). CMC is not a single, uniform genre of language use, but rather

a constellation of genres related partly to the particular medium (e.g. instant messaging, email, chat groups, blogs, Moos, etc.) and partly to the particular social and cultural context of a given act of communication. CMC provides learners with opportunity for social interaction, but because the interaction takes place primarily in writing, it also provides learners with ample opportunity to focus form and content.

CMC lacks back channeling because information is communicated principally in textual form, making it a learner overall medium than face-to-face communication, where auditory, tactile, olfactory as well as visual channels operate, allowing eye contact perception, gestural and prosodic information, and thereby enriching communication (Herring, 1996; Reeder et al,2004). Many observers note that CMC language is often less coherent, less complex, less coherent than other forms of language use. Herring (2001), as cited in Bhatt & Sharma (1992), point out that “nonstandard features are generally not due to inattentiveness or not knowing the standard forms but are often deliberate choices to minimize typing effort, to imitate speech or sounds or to be inventive” (p.617). Koutsogiannis and Mitsikopoulou (2004) point out however, that the hybrid vernacular varieties that learners develop in CMC environments may not have much in common with the language that needs to be learned in school contexts. As they put it, “the global media of the internet may well allow immigrants the opportunity of language socialization in a less stifling environment than that of the average school, but we must bear in that this process will involve forms of literacy which may differ significantly from traditional forms of school literacy” (p. 84). Furthermore, because language learners may not have any intuitions about what constitutes standard versus nonstandard forms, they may end up learning the nonstandard forms rather than the standard ones (Crystal, 2001, p. 237). CMC ranges along a continuum “from product-oriented forms resembling paper-based writing (e.g. website, most email) on one end to more process-oriented interactive discourse that share many features of speech (e.g. chat, instant messaging) on other end”

(Baron, 2000, p. 158). CMC includes not only person-to-person and person-to-group's communication, but also person-to-remote computer contacts, as when individuals read or download documents on the WWW (World Wide Web).

2.1.3.1 Types of CMC

CMC is a new way to communicate with each other by using computer. There are two main modes of CMC. They are as follows:

- a) Synchronous modes of CMC
- b) Asynchronous modes of CMC

a. Synchronous Modes of CMC

Synchronous modes of CMC enable individuals simultaneously logged on to chat by real time typing. In this situation, all participants enter a chat room and join an ongoing conversation in real time. ICQ, IRC, MUDs and many chat rooms on the web are some examples of synchronous modes of CMC.

b. Asynchronous Modes of CMC

Asynchronous modes of CMC, the interaction is stored in some format, and made available to user upon demand, so they can catch up with the discussion, or add to it, at any time. Private emails, Usenet news groups, SMS, Mail listing are some of this modes of CMC.

2.1.4 Introduction to Facebook

Facebook is the world's most popular social networking service and website in several English-Speaking countries and many parts of the world. It is one of the most favorite social sites to gain alarming popularity in a short duration of time. Millions of the people around the globe are now in touch with facebook. Facebook is probably the best site to login for the purpose of our choice i.e. chatting, knowing different events and news around friends and the world,

photo sharing, video and audio calling and much more activities to be mentioned.

Facebook was founded by Mark Zuckerberg with his friends; Eduardo Saverin, Dustin Muscovite and Chris Hughes in 2004. The name of the service stems from the colloquial name for the book given to the student at the start of the academic year by the university administrations in the United States to help students get to know each other better. The website's membership was initially limited by the founders to Harvard students, but was expanded to the other college in the Boston area, the Ivy League, and Stanford University. It gradually added support from students at various other universities and then it gradually became popular among people. As time passed by facebook became free to join for everyone. To have access to facebook, one needs to sign up (create facebook id) then inviting and adding friends can be done. People can find their people of interest by searching their user name or email address.

Facebook users must register before using site. Users may create personal file, add other users as friends and exchange personal file. They also join common-interest users groups organized by workplace, school or college, or other characteristics. They are able to search for friend acquaintances by email address or just by typing in a name or location for search. When people become friends, they are able to see all of each others' profiles including contact information. There are some features of facebook as; photograph sharing, notification, groups, poke, news feed, facebook notes, facebook message, live voice call and chat.

a) Photograph sharing

This is the most interesting feature of facebook, facebook users can share the number of photos with friends, by uploading pictures from a phone, camera, etc. Facebook users can customize their pictures to the people whom they want to show the photos either the individuals or a particular group.

b) Groups

Groups can be created by users for their convenience for chatting. The members of a particular group can chat in the same time.

c) Poke

‘Poke’ is a feature of facebook which provides the users with a notification that they have been poked.

d) News Feed

This feature of facebook was announced on September 6, 2006, which appears on every user’s homepage and highlight information including profile changes, upcoming events, invitations and birthdays.

e) Facebook notes

The feature ‘facebook notes’ was introduced on August 22, 2006. It is a blogging feature that allows tags and embeddable images.

f) Facebook message

Facebook announced a new feature ‘facebook message’ on November 15, 2010. With this feature people can share messages even if the friends are not available online.

g) Chat

On April 5, 2008, facebook chat was released to the entire facebook users’ base. Users may chat with their friends on a one-to-one basis, or a user may chat with multiple friends simultaneously through the groups feature. Facebook chat can also run on the desktop using gabtadtik, a dedicated web chat browsers. It can also be run on the cell phones which support the functional software.

h) Live voice call

Since April 2011, facebook users have had the facility of making voice call via facebook. With this feature, we can communicate to our facebook friends all around the world without any extra charge/tax added.

i) Notification

This feature of facebook helps to notify the users about all the activities being done by their friends; profile change, comments, likes, updated statuses, etc.

j) Photo tagging

People can tag photos to friends with common interest or activities. One can tag photo to the friends of their interest to let them know about different events and activities.

2.1.5 Features of Facebook language

Linguistically, the most interesting feature of language used in facebook is its morphology. Mainly we find incomplete sentences, acronyms, abbreviations, numerals, code mixing and non-linguistic signs in the language of facebook. The use of informal language may be attributed to the fact that it is more like a face to face conversation. The main features of facebook language are as follows;

a) Abbreviation

People shorten their language when they communicate by CMC. Acronymic and abbreviated shortening is one of the noticeable features of facebook language, e.g.

OMG - Oh my god

ATB - All the best

KIT - Keep in touch
CU - Catch you
TQ - Thank you

b) Alphanumeric Representation

Representation of targeted expression with its numeric and alphanumeric representation is another feature of facebook language, e. g,

Tomorrow - 2maro
Good night - gudni8
For You - 4 u
At home - 8 home
Fine - fi9

c) Change of spelling as sound

Words in facebook are spelled as a sound, which have been creating spelling errors, e. g.

Fren - for - friend
Gud - for - good
Hapi - for - happy
Brite - for - bright

d) Code switching

When a bilingual or multilingual person takes part in conversation with other person who also knows and uses two or more language, s/he often shifts from one language to another language, e.g. Nepali English speaker switch the Nepali code when s/he speaks with another who understands the language as follows;

I couldn't meet you don't mind 'hai'.

See you tomorrow 'ni ta', ok?

e) Use of emoticons

Smiley and emotion in facebook language is used in order to compensate for the absence of the non-verbal dimension of communication. Following emoticons which are given in OALD are also used by the facebook users.

Symbols	Meaning
☺	Happy
☹	Sad
;-)	Wink
:-*	Kiss
>:o	Angry
</3	Broken heart
:-o	Surprised

f) Symbolic use of alphabet

Alphabet in the e- version is used with symbols. The symbols used are only familiar to its frequent users since the symbols have no relation in its standard form, e.g.

X - for - kiss
XoXo - for - hugs and kisses

g) Reduplication

The modulation of tone through inventive stretching of words and extended strings of punctuation marks in synchronous CMC is known as reduplication (Hentschel, 1998 & Werry, 1996), e.g.

- Hello hello,
- Hiiiiiiiiiiiiiii, r u thrrrrrrrrr?
- Hey,,,,,,,,,so beautiful.....
- Owo !!!!!!!

h) Grammatically incomplete sentences

Mostly, people use incomplete sentences in facebook, e.g.

- Sure?
- You there?
- Wanna see you.

i) Deletion of prepositions

See you Monday. - see you **on** Monday.
I will come 6 am. - I will come **at** 6 am.

j) Deletion of subject pronoun

Usually, people delete the subject pronoun when they communicate by facebook, e.g.

From Nepal - **I** am from Nepal.
Going home - **I** am going home.
(Joshi, 2012)

2.1.6 Language of Facebook: Errors or Deviations

Due to its various absurdities, the language of facebook chat can be seen as an erroneous language from the linguistic point of view. So it is very important to make a distinction between an error and a deviation. In this regard, Widdowson (1984) says: “An error is taken as evidence of deficient competence in the language and calls for correction. On the other hand, a deliberate literary deviation, is taken as an evidence of more than common mastery” (p.153).

Therefore, the distortion on facebook chat is also deliberately fashioned for an effect. One does not react by accusing the sender (i.e. message creator or sender) like sender of incompetence and incorrect in English. Hence we can undoubtedly say that the language of facebook is a deviant form of language but not the language full of error.

2.1.7 Deviations in the Language Used on Facebook Chat

In its general sense, the term ‘deviation’ refers to a difference from what is normal or acceptable. It is the distortion of the norms of standard. According to Crystal (2003), “Deviation is a term used in linguistic analysis to the characteristic of a sentence or other language unit which does not confirm to the rules of grammar” (p. 234)

Similarly, Abrams (2005) defines deviation as, “Deviation corresponds to the traditional idea of poetic license: the writer of literature is allowed in contrast to everyday speaker- to deviate from rules, maxims or convention” (p. 230).

Regarding the language used on facebook chat, the users ignore the rules and conventions generally observed by another user. They ignore the rules and conventions of standard written text in matters such as syntax, spelling, word order, etc. Hence, the language of facebook is the deviant form of discourse. It is the linguistic freedom enjoyed by the sender, i.e. message creator.

2.1.8 Types of Language Deviation

There are different types of language deviation. The linguistic deviation can be found at different levels of language. Following Leech (1969), there are eight types of language deviations. They are briefly described as follows.

i) Phonological deviation

Phonology, one of the realizations of language, refers to the study of the meaning potential of clusters of sounds. For Widdowson (1984), “The phonology of English requires no alliteration, assonance, rhyme or metric measure in message forms (p.154)”. But, in some genre, like the language of poetry is taken as the phonologically deviant genre.

ii) Graphological deviation

The term 'graphology' is somehow wider than the more usual term 'orthography', as it refers to the whole writing system: punctuation, spelling, typography, and alphabet and paragraph structure. Any strangeness in the use of these causes deviation in the language.

iii) Lexical deviation

The two parts, the lexicon and the grammar, together comprise the formal aspect of the language. They are in the 'both- and' relationship. The process of word formation by adding a prefix or a suffix to an item or joining together two items without following the conventions is taken as one of the main examples of lexical deviations.

iv) Grammatical deviation

By grammatical deviations, we mean the violation of the rules of grammar. The violation of collocations, the disjointed syntax, the use of incomplete clauses/sentences, omission of the obligatory grammatical function, etc. are some examples of grammatical deviations.

v) Semantic deviation

Any oddities found in the transference of meaning in the language are known as semantic deviation. Redundancy, ambiguity, indeterminacy and the use of metaphors are taken as some of the devices of semantic deviations.

vi) Dialectal deviation

Dialect is that variety of language which is distinguished according to the user. In some prose or poetry writing, we can find dialectics, i.e. the borrowing of features of socially or regionally defined dialects. It is minor form of license not to write in the generally available to the average writer

of fictional prose, who is expected to write in the generally accepted and understood dialect known as ‘Standard English.

vii) Deviation of registers

By registers, we mean that variety of language distinguished according to the use. One language user mixes the language of one register with that of another one leading the deviation of registers.

viii) Deviation of historical period

The language user has ‘the freedom of the language’ in the sense that s/he is not restricted to the language of his own particular period. The language user take language items from the dead languages such as Latin, Greek, Sanskrit, etc. though whatever important changes the language may have undergone in the meantime.

2.1.9 Graphological Deviations in the Language of Facebook

Widdowson (1984) states:

“ the term ‘graphology’ is somehow wider than the more usual term ‘orthography’, as it refers to the whole writing system: punctuation, spelling, typography, alphabet, abbreviation and paragraph structure. Phonology and graphology are in an ‘either-or’ relationship. To the extent the spelling represents, pronunciation, any strangeness of pronunciation will be reflected by a strangeness of written form (p.154)”.

In this way, the distortion in the whole writing system: punctuation, spelling, typology, alphabet, abbreviations and paragraph structure lead to the graphological deviation, which can also be found in the language of ‘Facebook Chat’.

Harmer (2001) says:

Although incorrect spelling does not prevent the understanding of a written message, it can adversely affect the readers' judgment. All too often bad spelling is perceived as lack of education or care. This is not necessarily the case in emails, and facebook chat has spellings and 'words' all of their own (p.324).

So, Widdowson (1984) and Harmer (2001) opine that the manner of the text does not prevent the und understanding of a message. In the case of facebook chat and emails, the manner of the text is not important. What is important is only the matter or content.

2.1.10 Grammatical Deviation in the Language of Facebook

By grammatical deviation, we mean the violation of the rules of grammar. The language of facebook mostly follows 'asyntactic' styles. To distinguish between the many different types of grammatical deviation, it is well to start with the line traditionally drawn between morphology (the grammar of the word) and syntax (the grammar of how words pattern within sentences).

In this way, the violation of collection, the disjointed syntax, the use of incomplete clauses/sentences, omission of the obligatory grammatical function, etc. are some of the examples of grammatical deviation. And which can also be found in the language of facebook chat.

2.2 Review of Related Empirical Literature

Very few studies have been carried on the technological means of communication. It is quite a new field of study in our context. Though some researchers have been carried out on related topic such as, "Language used on Facebook" in the department of English Education, even a single research has not yet been carried out on the 'language deviation on facebook' in reference to graphology. Some of researches that are related to the researcher's study area are reviewed as below.

Sapkota (2005) conducted a research entitled “A study on the Language used in email, chat and text messaging (SMS)”. The researcher has attempted to find the characteristic features of the English language used in e-mail, chat groups and SMS in the morphological level, syntactic level and language functions. The data for his study was selected by using judgmental sampling procedure. The study reveals that the language of net-speak is very informal and hybrid of both written and oral conventions.

Luitel (2006) carried out a research entitled “Language used on SMS: A descriptive study.” He studied the e-language used by English and non-English language teacher on the basis of syntactic structure, mechanics of writing, abbreviation, and non linguistic sign, use of numerals and code mixing. He stated that English teachers are more grammatical and formal in using English language even in SMS than non-English teachers.

Adhikari (2007) conducted the research entitled “Language Deviation in Poetry: A case of the poems prescribed for the B.Ed. students”. The research is an attempt to identify and describe the kinds of language deviation found in the poems prescribed in the course ‘Teaching English Literature’ (Eng.Ed.392). The study is solely based on the secondary sources of data. The main findings of the study is deviation at all the levels of language is not necessary condition for poetry though it can occur at all the levels of language and the semantic level of language in poetry is more deviated than other language levels.

Khatriwada (2011) carried out a research entitled “Language deviation in SMS: Graphology and Grammar”. The researcher has attempted to show the deviant features of the English language used in SMS in reference to graphology and grammar. The researcher has used quota sampling procedure for data collection. He stated that the language used in SMS is deviated grammatically and graphologically.

Joshi (2012) conducted a survey research entitled “Language used on Facebook. The researcher in her study has attempted to analyze the

characteristic features of English language used on facebook in general with reference to syntactic structure, non-linguistic sign, code mixing and numerals. Her study shows that the language used on facebook are incomplete in sentences, there is the use of acronyms, abbreviation, numerals and also has the code switching situation. She took 15 facebook users as a sample size.

Although the above mentioned studies are related to the language of facebook and the language deviations, no study has been carried out on the language deviation on facebook regarding the aspect: graphology. Therefore, the present study aims to describe the deviation of language on facebook with reference to graphology. This research is different from the researches in its subject matters, objectives and methodology.

2.3 Implication of the Review for the Study

On the basis of the review previously mentioned above, the implications can be depicted as below:

The research conducted by Sapkota (2005), helped me to gain some insights on language used in email, chat and text messaging which apparently helped to conduct my research in a careful way. So, some of his findings have been supportive directly or indirectly to accomplish this research.

The research conducted by Luitel (2006), had a supportive role and related information which I needed for my research. His findings on language used on SMS have helped me to write background and review too. So, his research has been implied to the extent it could help me.

Similarly, the study conducted by Adhikari (2007), helped me to get the knowledge about the language deviation used on poetry which in the general way, had related information useful for my research. So, his research was implied to write this thesis to some extent.

Moreover, the researches carried out by Khatiwada (2011) and Joshi (2012) was implied more to carry out this research. Their findings on language deviation on modern communication had helped me a great deal to accomplish my research. So, all the reviewed study was useful in and for the research.

2.4 Theoretical / Conceptual Framework

The language is a changing phenomenon. People use language different from the general convention mostly in the social site. The use of informal and peculiar language in the social networks has led this study. Hence, this study is based on the language used in one of the social sites, facebook. So, in this study, the language used in facebook chat is analyzed and described in reference to the graphology, i.e. capitals, spacing between words, punctuation, mis-spelling, alphabets, abbreviations and numericals respectively.

Language deviation on facebook in reference to graphology is very useful for the language learners and teachers in this morden era. Even in our country, many youngsters are fb users. So, studying the deviation of the language on graphology helps them to gain the insight about the changing trend of language and makes them sharp to communicate in a modern way. Moreover, they learn how the language is changed and used in a peculiar way.

CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

Survey is a superficial study of an issue is a general view and characterization of the circumstances and the testing of its status. It is the most commonly used method of investigation in educational research. According to Kerlinger (1978), “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter relationship of social and psychological variables.” An educational survey involves the collection of data from the associates (students, teachers and other concerns) and its analysis to eliminate the problems related to education. However, survey is one of the important research methods used in educational investigation. It is mainly carried out to find out people’s attitudes, opinions and the specified behavior on certain issues, phenomena, events or situations. Survey is probably the best research design carried out to find out public operation and the behaviours and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. No other research strategy matches the strengths of survey research in its potential for handling external validity (Kidder; 1981, p.81). So, this research to find out the deviations regarding graphology in one of the most popular social site, i.e. facebook is carried out by using the survey research.

3.2 Population and Sample

All the facebook users are the population of this study. I purposively selected 20 facebook users as the sample population to carry out this research.

3.3 Sampling Procedure

Quota sampling, one of the useful non-probability sampling designs, was used for sampling. For this, the researcher visited facebook users personally and requested for providing data. He has collected 5 exchanges of each facebook user and collected data were used to study to select the limited numbers for the research as the sample. For this 20 facebook users were selected as a sample size.

3.4 Data Collection Tools

Facebook chats were collected by requesting the facebook users for the purpose of the study. The data was copied from the sampling population with the help of computer and data cable. Observation was used as the tool for collecting the required information. The researcher intensively studied the facebook communication using this tool.

3.5 Data Collection Procedures

At first, the researcher visited the concerned people of two different age groups and then he requested for providing data, having five exchanges each and described the purpose of his study and convinced them for their secrecy of the data. The language of each facebook users was observed and the information was presented into the analytical study.

The researcher collected information using both the primary and secondary sources.

3.5.1 Primary Sources of Information

The primary sources of the information of the data were 20 facebook users of two age groups i.e. (15⁺ and 25⁺). Though, the users were common fb users they were literate and could communicate using fb.

3.5.2 Secondary Source of information

In addition to the primary sources of data collection, previously carried out researches (Joshi, 2012), (Khatiwada, 2011), (Sapkota, 2005), (Luitel,2006), (Adhikari, 2007), various book related to CMC, articles, journals, and websites were used as the secondary sources for this study.

3.6 Data Analysis and Interpretation Procedure

The collected data was analyzed, interpreted and presented using both descriptive and statistical methods with the help of the appropriate simple statistical tools such as tables and percentages.

CHAPTER – FOUR

RESULTS AND DISCUSSIONS

This chapter deals with the analysis and interpretation of data along with the findings and results. The major deviation (i.e. graphological) found in facebook chats have been analyzed and interpreted along the following lines:

4.1 Results

The following results have been found on the basis of the study.

- a. Language of facebook chat is deviated. Deviation can occur at graphology.
- b. It was found that 85% of the total facebook users used deviated form of language regarding capitalization in facebook chat messages. The uses of small letter in sentence initial and initial of proper names are also found in the language of facebook.
- c. It was found that only 5% of the total facebook users used deviated form of space between the words. The space between words in the facebook chat is found peculiar usually followed by punctuation marks. The words without spaces (i.e. closed words) were also found in the facebook chat messages.
- d. It was found in the study that 90% of total facebook chats contained deviation regarding punctuation.
- e. The use of mis-spelled words is alarmingly high in the facebook chat as 95% of total facebook chats contain deviated form of graphology regarding spelling.
- f. It was found that 70% of the total fb users used peculiar form of alphabets usually followed by numerical. However, it was also found that the stylistic use of words has caused the error regarding alphabets.

- g. It was found that 65% of total facebook users violeted the usual norms of graphology. The use of peculiar and self created abbreviations is also found high in the facebook chat.
- h. The use numerical to refer to words is remarkably high in the facebook chat as 30% of total facebook user use numerical in a peculiar way.
- i) On the basis of the study, it was found that spelling is mostly deviated form of graphology and spacing between the words is the least deviated form of language in reference deviation regarding graphology.

4.2 Discussions

Deviation involves a departure from a ‘norm’ or ‘convention’. Different kinds of language deviations occur in the language of facebook chat. Deviation results from the intentional violation of the existing ‘rules’ of language. Deviation can take place at any level of language. The language deviations in the facebook chats have been presented and analyzed below in relation to graphology in which it occurs along with the results and interpretation.

4.2.1 Graphological Deviations in Facebook Chat

The language of facebook chat violates the usual ‘norms’ of graphology. Graphology comprises different devices like capitalization, spacing between words, punctuation, mis-spelling, alphabets, abbreviations and numerical. The devices of graphological deviations with their examples which are found in the collected facebook chats have been presented and analyzed below:

4.2.1.1 Capitalization

The language of facebook chat violates the usual norms of graphology regarding capitalization. The eccentric use of capitalization is found in facebook chats. Here, the deviation regarding capitalization has been analyzed in the following table.

Table No. 1
Graphological Deviations Regarding Capitalization

Facebook chat No.	Examples	Total No. of chats	Total No. of chat cont. Deviation	Percent of Deviation
11	Biren: hlo thr..... Upama: hlw Biren: how u duin' my sis? Upama: very good n u? Biren: m good too..	20	17	85
10	Arjun: hey bro wad up? Pushkar: hy dear im good Arjun: whr u???how u duin' bro? Pushkar: i am at home Reached just few minutes back Arjun: kanchanpur????			

The above table shows that 85 per cent of the total facebook chats contained deviation regarding capitalization. As shown in the examples above, the use of capital letters was predominantly low in the facebook chats. The entire letters in the sentences were found in small letters in the facebook chat no. 5 and 10 above. As the unusual use of small letters in the fb chat, the use of capital letters in the sentence initial and proper names' initial were also not found. Facebook chat no. 5 given above in the table is the ample example for the eccentric use of small letters in the sentence initial and proper name's initial too.

4.2.1.2 Spacing between Words

The language of fb chat violates the usual norms of graphology regarding spacing between words. The peculiar use of spacing between words is found in fb chats. Here, the deviation regarding spacing between words has been analyzed in the following table:

Table No. 2
Graphological Deviation Regarding Spacing between Words

Facebook chat No.	Examples	Total No. of chats	Total No. of chats cont. Deviation	Percent of Deviation
6	Rachana: Hey, hapi dashain! Deepa: same to u Rachana:Hey swdy how u ? its been long not chated with How u duin' ? Deepa: me good n u Rachana: missin u alot			
12	Ajit: Uncle namaste... how u n whr u? Bikash: Namaste raja , I am now at Dehli for cycle meeting How r u? Ajit: Oh..how long r u stayin' thr?? Bikash: A couple of days Ajit: Ok ...I'm good... n hope u too...	20	1	5

The above table shows that 5 per cent of the total chat contained deviation regarding spacing between words. The facebook chat no. 12 in the above table show that the space between words followed by the dots was eccentrically high, which infact, created deviated language. There was not only the unusual use of spaces between words in chats but also the use of unnecessary punctuation marks, which makes the sentences deviated from the usual norms regarding spacing.

4.2.1.3Punctuation

The language of fb chat violates the usual norms of graphology regarding punctuation. The deviant use of punctuation was very common and hugely used in fb chat. Here, the deviation regarding punctuation has been analyzed in the following table:

Table No. 3
Graphological Deviations Regarding Punctuation

Facebook chat No.	Examples	Total No. of chats	Total No. of chats cont. Deviation	Per cent of Deviation
19	<p>Sajana: hy wht r thy telling about the docs</p> <p>Mitali: they r telling we submitted twice</p> <p>Sajana: we sent their docs only once pls check</p> <p>Mitali: Ok may be some other agency wil ask mam to Ck with client n update u</p> <p>Sajana:ok those who have not recd their ols r asking whether to wait or go for other oppertunities</p>	20	18	90

8	<p>Suchana: hi bro How r u Ramesh: Hi, m good how u duin'?</p> <p>Suchana: me too good here Everything ok N there Ramesh: Goin' smooth N wht u doing?</p> <p>Suchana: me spending time in doing bridge course N roaming Around</p>			
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The above table shows that 90 per cent of the total fb chats contained deviation regarding punctuation. The above fb chat No. 19 and 8 in the table show that the deviation regarding the punctuation is very high in the facebook chat. Less use of punctuation marks and the unconditional use of them made the above chats remarkably deviant from the norms of graphology.

4.2.1.4 Mis-spelling

The language of facebook chat violates the usual norms of graphology regarding spelling. The use of mis-spelling has been usual in facebook chat messages. Here, the deviation regarding spelling has been analyzed in the following table:

Table No. 4**Graphological Deviation Regarding Mis-spelling**

Facebook chat No.	Examples	Total No. of chats	Total No. of chats Cont. Deviation	Per cent of Deviation
13	Sanu: Hy how u duin'?? Sabrina: Hlw sir m gud n u Sanu: Ya guin' good!!!whr u? Sabrina: Ktm n u? Sanu: m in gorkha. Dear...how u doin' diz days??	20	19	95
5	Aashir: hlo sir, Bishnumani: Yup...how u???I'm good.. Aashir: Me 2 good sir!n whr r u? Bishnumani: I'm at office..ktm Aashir: Office?work?wow...sounds nice...			

The table above shows that 95 per cent of the total chats contained mis-spelling regarding spelling. From the examples above it was found that the maximum number of words in the facebook chats were mis-spelled. Generally, stylistic and phonetic pronunciation's representation in the spelling has been found a major fact to make the spelling deviated from the normal norms in the facebook chat. (duin', gud, n, u, etc.) The facebook analysis chat No. 13 and 9 shown in the above table are taken as the ample representative of facebook chat containing the words with mis-spelling.

4.2.1.5 Alphabets

The language of facebook chat violates the usual norms of graphology regarding alphabets. The peculiar use of alphabets has been a usual trend in the facebook chats. Here, the deviation regarding alphabets has been analyzed in the following table:

Table No. 5
Graphological Deviation Regarding Alphabets

Facebook Chat No.	Examples	Total No. of chats	Total No. of chats Cont. Deviation	Per cent of Deviation
17	Krish: hi how r u? Suraj: m gud N u? Krish: also fine Oky Wht abt the movie 2nite? Suraj: Im not ur GF Krish: im really planin' wil u go? This time 4r politics n d movie	20	14	70
18	Niss-aan: hapy teej sis.. Rama: thankx Niss-aan: how u selebratin' now? Rama: Nw jus taking rest Niss-aan: did u dance?			

The above table shows that 70 per cent of the total facebook chats contained deviation regarding alphabets. Generally, the alphanumerical representation of the alphabets and economic style of writing has been found the major cause of deviation regarding alphabets. The facebook chat analysis No. 9 and 18 in the above table shows that the alphabet is astonishingly used in the facebook chats.

4.2.1.6 Abbreviations

The language of facebook chat violates the unusual norms of graphology regarding abbreviations. The unusual use of self-created abbreviations has been a usual trend in the facebook chat messages. Here, the deviation regarding abbreviations has been analyzed in the following table:

Table No. 6
Graphological Deviations Regarding Abbreviations

Facebook chat No.	Examples	Total No. of chats	Total No of chats Cont. Deviation	Per cent of Deviation
8	Pratik: hey Milan u got ur <u>docs</u> ready? Milan: not yet man its on the way Pratik: ok which is ur university in <u>astrala</u> ? Milan: ballarat, Pratik: ok..whats the fee structure?			
20	Utsav: <u>Hlo</u> di...how u? Kala: I am fine And <u>u</u> Utsav: Im good too...how iz <u>ur</u> life thr in itali? Kala: No easy, here r evruthng prblm Missing <u>fmly</u> Utsav: Ok di hav to go <u>nw</u> , <u>cu</u> later, <u>gn</u>	20	13	65

The above table shows that 65 per cent of the total chat contained deviation regarding abbreviations. From the above table it was found that eccentric use of abbreviations is high in the facebook chat messages, mostly the self-created abbreviations. The facebook chat analysis No. 8 and 20 in the above table are the ample representatives of facebook chat with unusual use of abbreviations.

4.2.1.7 Numericals

The language of facebook violates the usual norms of graphology regarding numerical. The use of numericals to convey words is another distinctive device to describe the deviant language of facebook chat. Here, the deviation regarding numerical has been analyzed in the following table:

Table No. 6

Graphological Deviation Regarding Numericals

Facebook Chat No.	Examples	Total No. of chats	Total No. of chats Cont. Deviation	Per cent of Deviation
19	Bipana: Hey thr Smriti: Hi...how u? Bipana: I m fine n u?? Smriti: Me <u>2</u> ..wht r u doing now? Bipana: Im <u>8</u> campus <u>4</u> taking marksheet Hav u taken?	20	7	35
9	Krish: hi How r u? Suraj: m gud n u Krish: also fine,,suraj wht about the movie <u>2ni8</u> ? Suraj: this time <u>4r</u> politics Krish: ok then may b <u>2maro 9ite</u> ..			

The above table shows that 35 per cent of the total chats contain deviations regarding numerals on facebook. It has been found that the use of numerical to refer to words is increasingly high in the facebook chat messages. The facebook chat analysis No. 19 and 9 shown in the above table are the perfect examples to refer to the use of numerical regarding graphological deviations.

CHAPTER – FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

On the basis of the analysis and interpretation of the data, the findings of the study have been summarized as follows:

- a. Language of facebook chat is deviated. Deviation can occur at graphology.
- b. It was found that 85% of the total facebook users used deviated form of language regarding capitalization in facebook chat messages. The uses of small letter in sentence initial and initial of proper names are also found in the language of facebook.
- c. It was found that only 5% of the total facebook users used deviated form of space between the words. The space between words in the facebook chat are found peculiar usually followed by punctuation marks. The words without spaces (i.e. closed words) were also found in the facebook chat messages.
- d. It was found in the study that 90% of total facebook chats contained deviation regarding punctuation.
- e. The use of mis-spelled words is alarmingly high in the facebook chat as 95% of total facebook chats contain deviated form of graphology regarding spelling.
- f. It was found that 70% of the total fb users used peculiar form of alphabets usually followed by numerical. However, it was also found that the stylistic use of words has caused the error regarding alphabets.
- g. It was found that 65% of total facebook users violeted the usual norms of graphology. The use of peculiar and self created abbreviations is also found high in the facebook chat.

- h. The use numerical to refer to words is remarkably high in the facebook chat as 30% of total facebook user use numerical in a peculiar way.
- i) On the basis of the study, it was found that spelling is mostly deviated form of graphology and spacing between the words is the least deviated form of language in reference deviation regarding graphology.

5.2 Conclusions

Though, the findings of the research cannot be generalized for every individual's language used on facebook chat, it can certainly show the recent trend of the language used on CMC. However, it is suitable to generalize the findings to the whole facebook users in general and the Nepali facebook users specially. Moreover, it was found that the language used by the people from fifteen to twenty-five years and twenty-five years above did not chat in different ways rather their style of writing was similar. The use of short forms, alphanumerical representations, peculiar use of capitals and use of similies, etc. were surprisingly different from the general conventions. So, it can be concluded that the use of language on CMC is deviated and the trend is being popular day by day. Generally, facebook users' use of deviant language is the outcome of writing in economic way hence the language becomes deviant. Facebook users tend to use language in deviant way even if they could write it correct grammatically.

5.3 Implications

On the basis of the findings of the study, the researcher has attempted to forward some suggestions for teaching innovative functions of the language, which would be beneficial for the teachers, students, other researchers and above all the user of English facebook chat.

5.3.1 Policy Level

- a. The information technology is developing alarmingly and becoming a new form of communication in its own right. Therefore, curriculum designers, teachers and students should be aware of it.
- b. Educators and practitioners should not deny but recognize the novelty of a whole new set of practices associated with the language of chat.
- c. In modern teaching/learning activities, communicative aspects should be emphasized rather than strict grammatical rules and classical forms of language.
- d. The students should be made clear regarding the distinctions between the language of facebook chat and the language of other ordinary letters.
- e. Other researchers can carry out a contrastive study on the types of language deviations found in the chats composed in their native language and the chats composed in the English language.

5.3.2 Practice Level

- a. Language of facebook chat is deviated. While teaching language in the classroom, the teacher should make the students familiar with such unusual yet mostly used features of language.
- b. Due to its various absurdities, the language of facebook chat messages can be seen as an erroneous language from the linguistic point of view. Therefore, it is very important to make a distinction between error and chat deviation in the classroom.
- c. The students can be asked to find out other discourses in which some unusual features of chat messages can be found.
- d. The linguistic and critical aspects of text chat are complementary to each other. Therefore, not only the critical aspect but also the

linguistic aspect of the text should equally be focused in the teaching and examination of any type.

- e. Facebook chat message is such thing which is to be enjoyed not in terms its manner only (i.e. physical aspect of the text) but also in terms of its matter (i.e. content or meaning). Therefore, it is crucial for any teacher in the language classroom to focus on meaning aspect of the text rather than its form.

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APPENDIX

Graphologically Deviant Chats of Twenty Facebook Users

No.	Deviated Facebook Chats
1	<p>Shiva: Hi manju...hoir</p> <p>Manju: hi..im in office..n u?</p> <p>Shiva: Now I'm in my village</p> <p>Manju: whn???</p> <p>Shiva: For the election</p>
2	<p>Madan: Helo sathi...how r u n whr now?</p> <p>Anil: oh friend I'm fine I'm office now</p> <p>And what are you doing now</p> <p>Madan: Oh im in home now...hav u finished ur thesis?</p> <p>Anil: yes</p> <p>Madan: How is ur job?? N whr r u working now?</p>
3	<p>Sandhya: wht r u doing?</p> <p>Natasha: Hello</p> <p>Nothing really. U?</p> <p>Sandhya: i m going to sleep</p> <p>Natasha: Just watching news about American singer getting trouble for wearing bindi</p> <p>Sandhya: oh</p>
4	<p>Diwan: hi</p> <p>Pashupati: Ya...how u??</p> <p>Diwan: where r u?</p> <p>Pashupati: Im in Pokhara..whn coming Colz?</p> <p>Diwan: may be after election</p> <p>Pashupati: Ok, u should meet me after u come..ok?</p>
5	<p>Aashir: hlo sir,</p> <p>Bishnumani: Yup...how u???I'm good..</p> <p>Aashir: Me 2 good sir!n whr r u?</p> <p>Bishnumani: I'm at office..ktm</p> <p>Aashir: Office?work?wow...sounds nice...</p>

6	<p>Rachana: Hey, hapi dashain!</p> <p>Deepa: same to u</p> <p>Rachana:Hey swdy how u ? its been long not chated with How u duin'?</p> <p>Deepa: me good n u</p> <p>Rachana: missin u a lot</p>
7	<p>Pratik: hey Milan u got ur <u>docs</u> ready?</p> <p>Milan: not yet man its on the way</p> <p>Pratik: ok which is ur university in <u>astrala</u>?</p> <p>Milan: ballarat,</p> <p>Pratik: ok..whats the fee structure?</p>
8	<p>Suchana: hi bro</p> <p>How r u</p> <p>Ramesh: Hi, m good how u duin'?</p> <p>Suchana: me too good here</p> <p>Everything ok</p> <p>N there</p> <p>Ramesh: Goin' smooth</p> <p>N wht u doing?</p> <p>Suchana: me spending time in doing bridge course</p> <p>N roaming</p> <p>Around</p>
9	<p>Krish: hi</p> <p>How r u?</p> <p>Suraj: m gud n u</p> <p>Krish: also fine,,suraj wht about the movie <u>2ni8</u>?</p> <p>Suraj: this time <u>4r</u> politics</p> <p>Krish: ok then may b <u>2maro 9ite</u>..</p>
10	<p>Arjun: hey bro wad up?</p> <p>Pushkar: hy dear im good</p> <p>Arjun: whr u???how u duin' bro?</p> <p>Pushkar: i am at home Reached just few minutes back</p> <p>Arjun: kanchanpur????</p>

11	<p>Biren: hlo thr.....</p> <p>Upama: hlw</p> <p>Biren: how u duin' my sis?</p> <p>Upama: very good n u?</p> <p>Biren: m good too..</p>
12	<p>Ajit: Uncle namaste... how u n whr u?</p> <p>Bikash: Namaste raja , I am now at Dehli for cycle meeting How r u?</p> <p>Ajit: Oh..how long r u stayin' thr??</p> <p>Bikash: A couple of days</p> <p>Ajit: Ok ...I'm good... n hope u too...</p>
13	<p>Sanu: Hy how u duin'??</p> <p>Sabrina: Hlw sir m gud n u</p> <p>Sanu: Ya guin' good!!!whr u?</p> <p>Sabrina: Ktm n u?</p> <p>Sanu: m in gorkha. Dear...how u doin' diz days??</p>
14	<p>Niranjan: What u r doing?</p> <p>Pratap: im doing nth...how u n whr u?</p> <p>Niranjan:Im fine n in kirtipur</p> <p>Pratap: hav u got ur thesis ready?</p> <p>Niranjan: Ya, I have submitted it to da department</p>
15	<p>Gyan: hi</p> <p>Prakash: Hmm...how u??</p> <p>Gyan: I m fyn</p> <p>Where r u?</p> <p>Prakash: Im in chitwan..whn xonibg Nepal? Sorry coming?</p> <p>Gyan: may be this winter~~~~~</p>
16	<p>Bipana: Hey thr</p> <p>Smriti: Hi...how u?</p> <p>Bipana: I m fine n u??</p> <p>Smriti: Me 2..wht r u doing now?</p> <p>Bipana: Im 8 campus 4 taking marksheet Hav u taken?</p>

17	<p>Krish: hi how r u? Suraj: m gud N u? Krish: also fine Oky Wht abt the movie 2nite? Suraj: Im not ur GF Krish: im really planin' wil u go? This time 4r politics n d movie</p>
18	<p>Niss-aan: hapy teej sis.. Rama: thankx Niss-aan: how u selebratin' now? Rama: Nw jus taking rest Niss-aan: did u dance?</p>
19	<p>Sajana: hy wht r thy telling about the docs Mitali: they r telling we submitted twice Sajana: we sent their docs only once pls check Mitali: Ok may be some other agency wil ask mam to Ck with client n update u Sajana:ok those who have not recd their ols r asking whether to wait or go for other oppertunities</p>
20	<p>Utsav: <u>Hlo</u> di...how u? Kala: I am fine And <u>u</u> Utsav: Im good too...how iz <u>ur</u> life thr in itali? Kala: No easy, here r evruthng prblm Missing <u>fmly</u> Utsav: Ok di hav to go <u>nw</u>, <u>cu</u> later,<u>gn</u></p>