

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The great debate of human civilization goes towards language that distinguishes human beings from other animals. Various experiments on different animals have proved that the other animals cannot acquire language due to its complex structures and their physical inadequacies. It is an essential as well as inevitable phenomenon for human being to exist in the society. By its nature it is not a fixed entity; it is dynamic and changeable. Language, the social phenomenon goes on changing because of social needs, pace of development, acculturation, de-culturation and feelings of neighborhood. Moreover, language is a matter of personal creation since it betrays the personality of the speaker. By means of language, we can evaluate a person from his geographical, social and intellectual perspectives.

These days the universe has changed into a small place because of rapid technological advancement. In this rapid changing world English has become a part of human life. It fuels the vehicle of our life to get destination in this competitive era. It has reserved the first and most important position in each and every sector such as business, education, health, science, technology, media etc. Therefore, for the smooth running of our daily activities we have to depend upon English. It is English that provides information about worldly current affairs. No doubt English is the native language of the people from some parts of the universe but it is the most widely used lingua franca for the people of the universe. So, English has become an essential part of our life.

In recent years there has been an explosion of interest in using computers in various academic disciplines across the curriculum, including ELT (English Language Teaching), which has led to the widespread adoption of the technology in education

On the one hand, computer in education serves as a knowledge tool and a skill base for students' employment preparation as well as for national economic development. On the other hand, the Internet has been the medium of unlimited resources to broaden the knowledge of teachers worldwide. Use of computer and the Internet in education can be the blueprint that predicts integral development of a country. The effectiveness of the use of computer and the Internet in education may be an important factor in determining which countries will have overall success in the future.

We have witnessed a worldwide proliferation of computer and the Internet in the field of education for the last two decades. The global adoption of computers and the Internet into education has been driven by public and economic demand for national development. 'Information Technology (IT) has infiltrated not just practice but policy in a way that no other teaching technology has done in the past' (Murphy, et al. 2001).

The Twenty first century is synonymous to 'The Age of Information and Technology' (IT). Rapid growth of the technology in any field has generated a whole set of speculations about the necessity of educational reforms that will sustain the new tools. Governments in the most developing countries have responded to the challenge by initiating national programs to introduce computer in education. Comparatively, the use of computer for educational purpose is increasing in the cities even in the developing countries like Nepal but the countryside is still out of reach with the tools of the modern technologies. A few private sectors have shown the interest to invest in the technology to enhance the educational foundation but it seems more likely to business purpose rather than developing spirits of use of the technology in nation building.

Although computers are provided to the educators to develop and practise the new methods and techniques in teaching and learning process, other considerable factors should be measured to enable educators to develop

positive attitudes towards the new tools and to use them. As Baylor and Ritche (2002) state, “regardless of the amount of technology and its sophistication, technology will not be used unless faculty members have the skills, knowledge and attitudes necessary to infuse it into the curriculum” (p. 398). Therefore, teacher should develop the quality of an effective agent to be able to make use of technology in the classroom.

A recent innovation in the computerization of education is a challenging process where many other seen and unseen factors play a role. Watson (1998) warns against the severance of the innovation from the classroom teacher and the idea that “the teacher is an empty vessel into which this externally defined innovation must be powered’ (p 191).

The earlier implementation of many promising technological innovations fails to achieve its goal due to the negligence of the end user’s attitudes and needs. However, fast changes in education influenced by the use of the technology have made the teachers and educators consider their attitudes towards the subsequent demand of changes by the new generation of the world.

Different international studies have shown that implementation of educational technologies strictly depends on the educators and teachers who eventually determine the way they are used in the classroom and the practical field. Development of teachers’ positive attitudes towards use of computer and Information and Communication Technology (ICT) is an indispensable factor for enhancing proper implementation of computer in education. It also helps to avoid teachers’ barriers to computer use. The successful reshaping in educational activities requires the reform of the positive attitude of the users towards the new technologies.

Up to now, many international studies have been done to find out the relationship between the new technology and the attitudes of the educators and the teachers. The result of these studies has come to the point that the

implementation of any computer skills is futile unless they have the positive attitudes. Those studies have suggested that teacher is the most important agent of transformation on the educational ground. Therefore, before implementing computer and the technologies in education the concerned authority should address teachers' attitudes towards use of them as a core for its success.

As a student of Master Degree of Education in Nepal, the researcher felt that it is important to study teachers' attitudes particularly in developing country where computer and the Internet are not basically part of the school culture. Therefore, the teachers of developing countries might not have practised the use of the technology as a part of their daily life and culture of the society. The concerned authority of a developing country should be sensitive about the factors that affect in implementing the new technologies in education. Unless the teacher develops the positive attitudes towards the new tools they simply turn a blind eye and deaf ear to them. Rogers (1995) considers that adopter's attitudes are indispensable to the innovation–decision process. Because of their critical role in the innovation implementation process educators' attitudes towards computer and the Internet should be the focus of studies at the early stage of the technology implementation.

### **1.1.1 The Internet, Education and Development**

We cannot imagine the development of any nation by isolating the computer, the Internet and education totally from one another. It is widely accepted fact that no economic growth is possible without an essential implementation of the technology. The possibilities are boundless because of the invention of computers, the Internet and the Science and Technology. People, society and the nation are changing by leaps and bounds for new destinations of development. Information Technology (IT) and application of computer and the Internet in education has been identified as a tool to transform the subsistence energy into information, knowledge and the accelerated economic

growth. That is why the relationship of computer, the Internet and education with development cannot be isolated.

Among many resources needed for a national development human resource are the pioneer and the last tool as well. All other resources and investment are unproductive unless the nation has the skilled and qualified human resources. Successful adoption of computer technology has been a major force for the human resource development. "Impact of technology such as use of computer, the Internet and other tools; radio, television and telephone are increasingly critical to nation's economic success and personal advancement." (Zimulinda-2000).

The importance of expanding the access of developing countries to the Internet and computer has been recognized by governments and international agencies with increasing consensus that the Internet and educational technologies should be regarded as strategic national development.

Implementation of such infrastructures in developing countries is considered marginal impact in improved network of communications very high and leading to improved economic productivity, governance, education, health and quality of life, particularly in rural areas. (Kenney, 1995)

We should not take the economic growth of the people and improvement in their life style as the perfect measurement of the development. But the main message of the sustainable development movement that arose in the 1970s and 1980s was that development depended on the ecology and culture of the locality rather than on a western model of economic growth. More recently, in the context of Africa. It was observed that a new spirit of self-reliance is taking root among many Africans as they seize control of their destiny through local models of development. (<http://www.emerland-library.com>)

That is why the current spread of the technologies worldwide has changed the concept of global development, which is the new perspective and one step forward in redefined meaning of development. The diffusion of Information and Communication Technologies, computer and the Internet has led to the different goal of development with much greater emphasis on non-economic aspects. “Development has come to be conceived of and measured not only in economic terms, but also in terms of social wellbeing and political structures, as well as in terms of the physical environment as reflected in the UNDP Report on Human Development published annually since 1992 (UNDP, 1991). This report takes increasing account of alternative dimensions of development such as social welfare, social equity, democracy, empowerment and sustainable development. Incorporating this multi-faceted approach to development, Press recently brought evidence to show a positive correlation between the number of the Internet hosts in a country and the UNDP Human Development Index Press 1997.

### **1.1.2 Developing Countries and Computerized Education**

Developed countries are the product of the implementation of the technologies in education. The global use of computers has created a new way of thinking and change to reform the whole educational programs even in the developing countries. The developing countries are just crawling as a newly born baby to assimilate with the rapid changes on system of education in developed countries.

Given the global demand for technologically skilled labor force, together with the challenges of an increasingly competitive global market, developing countries have suddenly found themselves under economic, social, vocational and pedagogic pressures to use technology in education (Kiangi 1998)”

Many ministries of education in developing countries have been driven to introduce the computers and use of Information Technology (IT) in school curriculum as a background tool to transform the traditional concept in education. But due to the cultural background of people living in developing countries, practice of the technology in education has been as slow as the speed of tortoise. Hiring the human resources from the developed countries might be economically non-affordable which the developing countries have to face. Developing the manpower and the technology alone is again a great challenge in itself.

Although they borrow the technology from the developed countries many other factors will play a role in implementing in education. Political, geographical, cultural, economic, and social structures and the perception of the people of the country are only the factors to be illustrated here that affect the adoption of the technologies for integral development for the country and its success in future.

There are other common problems of implementing the technologies in education in developing countries; the drought of skilled and qualified teachers, spread of computer illiteracy, deterioration of infrastructure base, lack of computer resources, insufficient investment, poor governmental activities, lack of political sustainability, inappropriate visualization of the planner and the policy makers. Abas (1995) reports in her study of the technology implementation in Malaysian school that “the main hindrance to successful technology implementation was the scarcity of resources. Malaysian ministry of education had supplied software packages but with no funds to purchase additional resources materials.”

Veen (1995) concluded that “educational change is a slow process and teachers need time to gain experiences with computers”. We are witnessing the common problems faced by the other developing countries that are common in the context of Nepal too. Nepal is the landlocked country with the sufficient natural resources but the productions of those resources could not have been

consumed by the people of the nation because of lack of integral implementation of the technologies.

The government of Rwanda finalized its Information and Communication Technology blueprint dubbed –“An Integrated framework for Socio-Economic Policy and Plan Development and Implementation for Rwanda” in 1998. But the problem is still everywhere; the recurring question on many ordinary people’s minds is “how far is ICT going to solve Rwanda’s problems? Arguments from laymen like “starving school kids are not going to eat computer” are not uncommon. However the case in Nepal is not exactly similar to Rwanda but some problems come to be in the same category. On one hand high percentage of people in Nepal depends on the agriculture and they are unaware of advantages of the modern technology. The main problem of everyday hand to mouth does not let them think about the innovation of the technology. The perception of the people towards the modern technology always raises the question ‘how far the technologies will be productive for them? They are not sure about the future because the use of the technologies has not been the culture and the part of life. So unless the technologies, computer and the Internet are the culture and part of daily life people still remain in full doubt on the certainty of their future.

Finally, developing countries need to find the formula to arrange those tools systematically in service of their own needs, purpose and circumstance. The government, NGOs, INGOs, and other responsible sectors should make the people aware of implementation of the new technologies and the infrastructures for the national development. Otherwise, total budget invested in implementing the technologies will be the weapon of warping debt on the heads of the people in the developing countries.



### **1.1.3 The Rise of Computer in Education in Kathmandu Valley**

Computer was first introduced in Nepal by (His Majesty Government) Government of Nepal for processing data in 1971. The private sector began its activities in this area in early eighties. In the beginning only computer education spread widely in the major cities of Nepal that also helped the more or less people to be computer literate. Among all other cities of Nepal Kathmandu, the capital city is in the first position in the use of computer and the technology in education. But the computer in education has not been the part of culture of school curriculum. Only few private sectors have introduced the computer in education as tools of teaching and learning process. This also has been limited to certain disciplines like science, mathematics and other technical subjects. Other subjects like social sciences are not making any attempt in using computer as the teaching and learning process.

Most of the institutions and colleges in the field of computer, the Internet and technology are centralized within Kathmandu Valley. But no study has been conducted on how many institutions, schools and colleges in Kathmandu are using computer in education rather than the computer education itself. How many teachers are trained for online learning and teaching with the technology, is unknown.

### **1.1.4 Mass Media**

Mass media include electronic and print media that are used to convey or send message to the mass. Mass communication is made possible by the use of mass media. The print media have a very old history which includes books, magazines, and newspapers under it. On the other hand radio, television, cinemas are included under the electronic media. Bhattarai (2002) mentions “mass media are tools or instruments of communication that permit us to record and transmit information and experiences rapidly to a large scattered and

heterogeneous audience. In fact mass media has revolutionized our personal as well as social life.”

The mass media play a crucial role in almost all aspects of daily life in these days because mass media can virtually reach distant corner of the nation where interpersonal communication becomes difficult.. In 'global village', as Marshall McLuhan would term contemporary world, media are the largest focus of leisure time interest, providing the shared 'cultural environment' for most people and more so than any other single institution. They have been considered as the driving forces behind the cultural globalization. Since the world is believed on the process of 'cultural globalization' with the media as the driving forces, a question of politics immediately raises. It is not simply a question of unequal distribution that some countries having more access to and control over media but also such access and control of some countries can undermine others culture. The most fundamental question of society, concerning the distribution and exercise of power, turn on the understanding of the connection between international power relations and the media.

### **1. 1. 5 The Internet**

The Internet is a global system of interconnected computer networks that use the standard Internet protocol suite (often called TCP/IP, although not all applications use TCP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business, and government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support email.

Most traditional communications media including telephone, music, film, and television are reshaped or redefined by the Internet, giving birth to new

services such as Voice over Internet Protocol (VoIP) and Internet Protocol Television (IPTV). Newspaper, book and other print publishing are adapting to Web site technology, or are reshaped into blogging and web feeds. The Internet has enabled or accelerated new forms of human interactions through instant messaging, Internet forums, and social networking. Online shopping has boomed both for major retail outlets and small artisans and traders. Business-to-business and financial services on the Internet affect supply chains across entire industries.

The origins of the Internet reach back to research of the 1960s, commissioned by the United States government in collaboration with private commercial interests to build robust, fault-tolerant, and distributed computer networks. The funding of a new U.S. backbone by the National Science Foundation in the 1980s, as well as private funding for other commercial backbones, led to worldwide participation in the development of new networking technologies, and the merger of many networks. The commercialization of what was by the 1990s an international network resulted in its popularization and incorporation into virtually every aspect of modern human life. As of 2011, more than 2.2 billion people – nearly a third of Earth's population — use the services of the Internet.

The Internet has no centralized governance in either technological implementation or policies for access and usage; each constituent network sets its own standards. Only the overreaching definitions of the two principal name spaces in the Internet, the Internet Protocol address space and the Domain Name System, are directed by a maintainer organization, the Internet Corporation for Assigned Names and Numbers (ICANN). The technical underpinning and standardization of the core protocols (IPv4 and IPv6) is an activity of the Internet Engineering Task Force (IETF), a non-profit organization of loosely affiliated international participants that anyone may associate with by contributing technical expertise.

### **1.1.6 Services Provided by the Internet**

The internet is a huge collection of computers all over the world. These computers are connected to one another in various ways. Through these connections, we can perform various tasks. Some of the most common services that we can get through the internet are as follows:

- a) Electronic Mail (e-mail) :E-mail is sending and receiving messages electronically through the Internet. Email has several advantages over conventional postal services. It is free very fast, reliable and secret.
- b) Information sharing and resources: Internet is the ocean of the information we can get all kinds of information from the internet.

Through the Internet we can get online news, search weather reports, research paper and medical information etc.

- c) Advertising: Email is the means of advertisement in various offices and organization.
- d) Online Shopping: Internet can explosively use magazines, buy bus tickets, plane tickets or reserve a sit on film hall through the Internet.
- e) Entertainment: People can use the Internet to find out about upcoming songs, concerts, film and other programs.
- f) Program Downloads: Downloading means copying a file or program from the Internet onto our computer. Different types of software are available on the Internet.

### **1.1.7 Main Features of English Used in Online Chatting**

The specific features of English used in online chatting are some how different from the English language in academic field. These features are mentioned below briefly.

**a. Shortening:** Shortening refers to the abbreviation form of a word that does not end in the same letter as the original word. Most shortened forms of words are not acceptable in formal writing.

**b. Reduplication:** Reduplication refers to recurrence of the same words or part of word in the use of language. While talking it is often found the use of words such as hokey-pokey, razzle-dazzle etc. Many reduplicatives are pairings of nonsense words.

### **1.1.8 Aspects of Language**

Language teaching includes teaching of different aspects, i.e sound, spelling, grammar, vocabulary etc.

#### **A) Vocabulary**

Vocabulary is one of the important building blocks of language. Different vocabulary items have different meanings. Some vocabulary may have innumerable meanings and connotations; two vocabularies may have same meaning. It is therefore, very difficult but important to have knowledge and information to play with words. There will be stretching and twisting of words. For example, in contexts other than idiom 'cats and dogs' means the same as 'dogs and cats' but 'it's raining dogs and cats' is impossible. Some examples of special vocabularies in cricket commentaries are: run, wide, etc.

#### **B) Grammar**

Grammar has its own importance in language. Grammar was dominant during 1952 to 1965. Traditionally, it was divided into morphology and syntax. Morphology deals with internal structure of the forms of words, while syntax is the study of sentence structure. The importance of grammar is hardly questioned by teachers. Most language courses and text books are organized along grammatical criteria. Different scholars define grammar variously but generally grammar is defined as the connection of words and word groups in an acceptable structure. Grammar is one of the aspects of language that should be

taught and learnt. It can be defined as how words are combined or changed to form acceptable units of meaning within a language.

### **C) Language Functions**

Language function refers to the purpose for which an utterance or unit of language is used. They are described as the categories of behavior, e.g., requests, apologies, complaints, offers, compliments, etc. The functional use of language cannot be determined simply by studying the grammatical structure of sentences but also the purposes for which they are used, e.g. sentences in the imperative form may perform a variety of different functions:

- a. Give me that pen. (order)
- b. Pass the salt, please. (request)
- c. Turn right at the corner. (instruction/direction)

There are various types of language functions which are as follows:

- Everyday functions
- Direct functions
- Request and offer
- Asking about/Expressing
- Asking about/Stating

#### **1.1.9 Structural and Functional Classification of Sentences**

Sentence is defined differently by different scholars. According to Crystal (1980) "Sentence is the largest structural unit in terms of which the grammar of a language is organized." An ever simpler categorization of sentence can be applied to the written medium in that we can define a sentence as "that linguistic form which begins with capital letter and ends with a full stop." Many people define sentence as a group of words but only a word also can function as a sentence. For example, yes, no, etc.

For our purpose we can define a sentence as an independent linguistic unit which can be interpreted without reference to any other piece of language.

## **a. Structural Classification of Sentences**

Structurally sentences are mainly divided into the following types:

### **i. Simple Sentences**

A simple sentence is always an independent sentence, that is a sentence capable of occurring on its own. The term 'simple' refers to the fact that the sentence contains only one finite verb.

For example,

Water boils at 100<sup>0</sup> centigrade.

### **ii. Compound Sentences**

A compound sentence is one in which two or more clauses (called conjoins) have been coordinated. Each of the conjoins is independent since there is no question of embedding. The compound sentence is the outcome of coordination. Coordination may be asyndetic, in which case it is not marked overtly.

e.g. Brooks was a brilliant chemist and he was ten years ahead of his time.

### **iii. Complex Sentences**

Sentences in which one or more sentence functions are realized by a clause (finite or non finite) are complex. In other words, a sentence that contains one independent clause and one or more dependent clauses is called a complex sentence.

For example,

- I believe that she is English.

- Being ill I cannot come.

### **iv. Compound Complex Sentences**

Compound-complex sentences are as their name suggests, a combination of complex sentences joined by co-ordinating conjunctions.

For example,

- I saw him when he arrived the first time but I did not see him when he came again.

## **b. Functional Classification of Sentences**

On the basis of the function, sentences are classified as follows:

### **i. Statement**

Statement is a kind of question in which there is no subject verb inversion. Thus, statement questions look like statement or simple sentence followed by a question mark. In pronunciation, final part of the sentence is pronounced with high tone or rising tone.

### **ii. Question**

It is a kind of sentence in which information is required. These kinds of sentences are also called interrogative type of question.

### **iii. Directives /command**

Directive and command require direction and command functionally and formally they generally have not visible subject i.e. subject is understood as second person pronoun. For example, Get out (You get out).

### **iv. Exclamation**

Exclamation is a function of sentence. Exclamatory type of sentences are used to express wonder, sorrow, pity. Exclamatory sentences are followed by an exclamation mark usually expressed as a word and phrase. For example, Wow!, Ouch!, What a pity!.

## **1.1.10 Spoken Features of Language**

The spoken features are significant parts of the language because the language in any modalities is primarily spoken. Under spoken features, there are various aspects like assimilation, discourse filler, intonation patterns etc.



## **A. Assimilation**

Assimilation is something, which varies in extent according to speaking rate and style; it is more likely to be found in rapid casual speech and less likely in slow, careful speech sometimes the difference caused by assimilation is very noticeable, and sometimes it is very slight. Generally speaking, the cases that have most often been described are assimilations affecting consonants. There are two types of assimilation: regressive and progressive.

### **i. Regressive**

If the phoneme that comes first is affected by the one that comes after it then it is called regressive assimilation.

For example,

Good by changes into /gʊbbī/

### **ii. Progressive**

If the phoneme that comes after is affected by the one that comes first, then it is called progressive assimilation.

For example:

Get them /getoəm/

## **b. Discourse filler**

Discourse fillers are a part of natural speech. While we speak, the use of discourse filler such as hum, umm, err, wow, are very common phenomenon. It happens with everyone who is engaged in speech. This could indicate thinking, uncertainty, agreement and the speaker is giving his/her personal opinion and engages in his/her thought.

## **c. Intonation Patterns**

When everyone speaks normally, the pitch of his/her voice is constantly changing sometimes high and sometimes low. The pitch of our voice plays an important role in the meaning of something we say. Therefore, it has a great role in language especially like English. Intonation patterns make easier for a listener to understand what a speaker is trying to convey. It has various

functions in English language; attitudinal function which enables us to express emotions and attitudes, accentual function which helps to produce the effect of prominence on syllables, grammatical function which helps to recognize the grammar and syntactic structures what is being said, and discourse function which signals to the listener what is to be taken as new information and what is already given.

### **1.1.11 Code Switching**

When two or more languages exist in a community, speakers frequently switch from one language to another. This phenomenon, known as code switching, has attracted a great deal of research attention in the last two decades. Scholars have investigated the structural patterns, functional determinants, social correlates, and psycholinguistic processes of code switching in diverse communities such as Norway, Kenya, India, and the United States to name just a few. McKay and Hornberger (1996) distinguish between two types of code switching. In situational code switching, the switch is in response to a change in situation, for example, when a new participant enters the scene, or to a change in the topic of conversation or the setting. A case in point would occur at the end of an official transaction, when a speaker might switch from the standard language to the local dialect to inquire about family matters. In metaphorical code switching, the switch has a stylistic or textual function, for example, to signal a quotation, to mark emphasis, to indicate the punch line of a joke, or to signal a change in tone from the serious to the comic. Code switching is thus not random but functionally motivated. In order to explain code switching, we need a theory of language that considers not only the structure of sentences but the structure of conversations, a theory that addresses not only grammaticality of sentences but also their acceptability with reference to the functions of language and the contexts in which it is used. Members of a multilingual speech community are aware of the range of codes that would be appropriate

for a particular type of conventionalized exchange and they assign meanings to choices based on such expectation.

### 1.1.12 Tense and Aspect

Tense and aspect are the key elements of grammar which help to indicate the time of the world.

English language has three tenses and four aspects of each tense. "Over the years, the distinction between tense and aspect has been blurred. Instead, English has been said to have 12 tenses." (Murcia and Freeman, 1999).

The tense and aspect system can be presented in the following chart:

<b>Tense</b>	<b>Simple</b>	<b>Perfect</b>	<b>Progressive</b>	<b>Perfect Progressive</b>
Present	eat/eats	has/ have eaten	is/am/are eating	has/have been eating
Past	ate	had eaten	was/were eating	had been eating
Future	will eat	will have eaten	will be eating	will have been eating

### 1.1.13 Word Formation

Word formation is one of the study area of morphology. It includes different types of formation process. For example, shortening, reduplication, modification, functional homonymy, back formation, acronymy, coinage. Some of them are listed as follows:

**A) Shortening:** It is a common process of word formation. In this process, one or more syllables are omitted to make it short while using language. For example,

Mathematics - Maths

Popular - Pop

Bicycle - Cycle

Motorbike - Bike

Handkerchief - Hanky

Advertisement - ads

**B) Reduplication:** Reduplication is a process of word formation in which prefix, suffix or total word is reduplicated. For example,

bye - bye

tick- tick

hanky-panky

ding-dong

**C) Modification:** In modification, a word is modified by either consonants or vowels. Sometimes, only a letter can modify a word, e.g.,

foot- Feet

goose- geese

man-men

mouse-mice

louse- lice

#### **1.1.14 Functional Use of language**

A function of language refers to the purpose for which an utterance or unit of language is used. Such functions are often described as categories of behaviour, e.g., requests, apologies, complaints, offers, compliments etc. The functional use of language cannot be determined simply by studying the grammatical structure of sentences but also the purposes for which they are used e.g. sentences in the imperative form may perform a variety of different functions. Language is often described as having three main functions descriptive, expressive, and social. The descriptive function of language is to convey factual information. This is the type of information which can be stated or denied and in some cases even tested.

Language is dependent on the society in which it is used; therefore, it is not a self contained system. Moreover, it is to meet the demands of my

given society and its use in that society is entirely dependent on the context. The meaning comes "not from a passive contemplation of the words: but from an analysis of its functions with reference to the given culture" (Malinowski, 1923 as cited in Yalden 1985).

He distinguished the immediate context of utterance from a general and generalizable context of situation and urges that we must study meaning with reference to an analysis of the functions of language in any culture. As such, he classifies language functions into the following those categories. The pragmatic function is the function which regards language as a form of action. The magical function is related to language as means of control over the environment. The narrative function regards language as a storehouse filled with useful and necessary information preserving historical accounts.

### **1.1.15 Correction of Written Work**

Writing skill is one of the complex skills of language. Teachers correct generally to the writings of the students by putting red line under the mistakes they made in their writing. Correction in written work may vary on the basis of the mistakes and writing piece. Over correction is not believed a good task from the side of teachers. Over correction can have de-motivating effect which discourage to the students. Generally the teacher corrects mistakes of particular language are i.e. of pronunciation or only spelling or only grammar etc. This type of correction has two advantages: it makes students concentrate on that particular aspect and it cuts down on the correction.

Sometimes teachers use symbol such as S = spelling, WO = word order etc while correcting written work of the students. It is easier to correct writing if it is in final product but in the process of writing the correction may not have good effect because the students are only on the process of writing rather than in final products. While correcting writing the teachers should not only focus to

the language but also the content of the writing. Teachers also need to make sure that students do not just put corrected work in to their folder without fully understanding why we have reacted as we have, and without doing their best to put things right.

### **1.1.16 Various forms of Online communication**

The term "online communication" refers to reading, writing, and communication via networked computers. It encompasses synchronous computer-mediated communication (whereby people communicate in real time via chat or discussion software, with all participants at their computers at the same time); asynchronous computer-mediated communication (whereby people communicate in a delayed fashion by computer, using programs such as e-mail); and the reading and writing of online documents via the World Wide Web. Second language researchers are interested in two overlapping issues related to online communication: (1) how do the processes which occur in online communication assist language learning in a general sense (i.e., online communication for language learning); and (2) what kinds of language learning need to occur so that people can communicate effectively in the online realm (i.e., language learning for online communication)

In the first period, dating from the mid-1980s, language educators began to discover the potential of computer-mediated communication for language teaching (Cummins, 1986). The integration of computer-mediated communication in the classroom itself divided into two paths: on the one hand, some educators began to use e-mail to set up long-distance exchanges, and, on the other hand, other educators began to use synchronous software programs (in particular, Daedalus Interchange (Daedalus Inc., 1989) to allow computer-assisted conversation in a single classroom.

Long-distance exchanges and computer-assisted conversation had overlapping, but distinctive, justifications. Both types of activities were seen to shift the

focus from language form to language use in meaningful context (Kelm, 1992)) and thereby increase student motivation. In addition, long-distance exchanges were viewed as bringing about increased cultural knowledge from communication with native-speaking informants and making reading and writing more authentic and collaborative (Tella, 1992). Those implementing computer-assisted conversation emphasized the linguistic benefits which could be achieved from rapid written interaction, such as better opportunities to process and try out new lexical or syntactic patterns as compared to oral interaction (Ortega, 1997).

### **A) Facebook**

Facebook is very popular social networking website launched in February 2004. This website is privately owned by Facebook, incorporated we can add friends and send them messages, and update our personal profiles to notify friends about ourselves. Additionally, we can join networks organized by workplace, school, or college.

Facebook has met with some controversy. It has been blocked intermittently in several countries including Pakistan, Syria, china, Vietnam and Iran. It has also been banned at many work places to discourage employees from wasting time using the service.

### **B) Gmail**

It is also the most popular search engine. Gmail provides more than 2 GB space for each user and 10 MB space for attachment. Gmail provides the strong security to protect from junk mail and virus. Through Gmail we can chat and save conversation so, no need to other chatting programme.

### **C) Skype**

Skype is software that enables the worldwide conversations among people through Internet. Millions of individuals and businesses use Skype to make free

video and voice calls, send instant messages and share files with other Skype users. Every day, people use Skype to make low cost calls to landlines and mobiles.

#### **D) Hotmail**

It is also popular email service. This email service is provided by Microsoft corporation. It provides 250 MB space for each persons mailbox and 10 MB space for attachment.

#### **1.1.17 Difference Between Spoken and Written Texts**

Both spoken and written texts are productive skills of language and when they are received, they become the receptive skills. They are the separate manifestation of language. Though they are separate they can be used simulate nearly inside a classroom. The following points distinguish spoken text from written text.

- a) **Performance:** Written texts are more permanent and fixed and reading can be done at whatever time, speed and level of thoroughness as the wishes of individual reader. Contrasting with reading, spoken term is real time based i.e. continuously flows and moves with the time of events. So spoken form is some how temporal though there are some electronic devices to record it and make it permanent.
- b) **Density :** The content in the written text is much more densely in writing but the spoken form is more flexible, factual and can be used many words to convey single message.
- c) **Slowness of production, speed of reception :** As we know, writing is much slower than speaking. But people can usually read a piece of text and understand it much faster than they can do in the same text if they listen while someone reads it aloud to than.
- d) **Explicitness :** Written text are more explicit and clear to get information than spoken text. It is because in written text it has to make clear the



context and references. However, in speech if there is not shared information difficult to understand the text.

- e) **Standard language:** writing is normally believed as standard variety of language because speech sometimes mixed with regional varieties of that language. In some languages, spoken dialect is unintelligible but written form is universally understood.
- f) **A learnt skill:** spoken form of language especially in first language is acquired but the written form is learnt.
- g) **Organization:** Writing is properly organized because writer has the time to edit his/her writing time and again. Contrasting to the written form spoken form is more haphazard and less organized.
- h) **Primary Vs Secondary skill of language :** Spoken form is primary skill of language where as writing is secondary or different manifestation of spoken form.

## 1.2 Review of the Related Literature

Obviously, the research remains incomplete if the earlier work and findings are not included, and it will be futile and worthless if no newness is shown and no investigation is done. In this regard, this study provides information of development. The aim of reviewing the previous researches and literature is to explore what has already done and what is left to be done in the very realm.

No previous study was found in the Department of English Language that is related to the effects of email in students' writing. One of the study based on the information and communication technology can be found which is taken as the review of the related literature here in this study.

**Sapkota** (2005) carried out research on "A Study of language used in Email Chat and Text Messages." His purpose of the study was to find out the features of language used on email and SMS. In the methodology process, he used random sampling procedure while carrying out the data. He found out that the

language used on email and SMS was more informal, communicative and deviated type of structure.

**Bhandari** (2008) carried out Research on "Discourse Analysis of Business Letter". His purpose of the study was to analyze language used in business letter and influence of technology in letter writing. In the methodology process, he used purposive non random sampling procedure while carrying out the data. He found out that there is structural difference in the use of language because of influence of technology.

### **1.3 Objectives of the Study**

The objectives of the present study were as follows:

- (a) To categorize and analyse of the language used on online chatting.
- (b) To suggest some pedagogical implications of the study.

### **1.4 Significance of the Study**

Developing technology itself is not the end of the policy of any government of a nation. The success and the failure of educational

programs are not determined by the policy makers and the planners but by the attitudes of the end users and the real practitioner (the teachers) within the classroom. Studying the teachers' attitudes itself is important. The other significant effort is to identify the causes that may have generated these attitudes. To study the effects of email writing is not just to take the information that they have either positive or negative effects in their academic writing. One of the most crucial factors of this study is to carry out those hidden effects that determine their errors in their writing. The study is focused in Kathmandu valley where the buds of the technology in education have been growing within 60s B.S.

Economic condition, social system, political stability, cultural varieties, personal characteristics, physical and psychological aspects of the people, human resources and physical infrastructures are to be considered while implementing the technologies. These factors have a great significance in developing countries. In the context of Nepal and specially, in the capital city Kathmandu, this study will help to identify the errors in students' writing because of the Internet and email in education where no previous researches and studies have been done. The study not only examines the effects only but also analyses the errors made by email and internet. Findings of the study will help the concerned authority to get some idea as to how they can take the necessary steps in making further decision for implementing and investing the technologies to transform the educational programs and the teachers to make them aware of challenging world in educational field.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with methodology aspect. It includes detailed description of the manner in which decisions have been made about the type of data needed for the study, the tools and devices used for their collection and the method by which they have been collected. I have used the following methodology to achieve objectives specified. The following strategies were adopted to fulfill the above mentioned objectives:

#### **2.1 Sources of data**

In order to carry out this study, the research used both primary and secondary sources of data.

##### **2.1.1 Primary source of data**

The primary sources of data were collected from the students of secondary level schools within Kathmandu Valley.

##### **2.1.2 Secondary source of data**

The secondary sources of data were from different books, research papers, magazines, journals, websites, NGOs, INGOs, TV and Radio programmes such as Basic Computer Easy Steps , Online Learning and Teaching with Technology, case studies, experiences and practice , Cultures in contact etc .

#### **2.2 Tools for Data Collection**

The data were collected by various forms of online communication with the help of different perspective of the researcher.

### **2.3 Population of the Study**

The target population in this study was the secondary level students of the Kathmandu valley. In regard of the sample, the researcher decided to select forty students from Brihaspati Bidya Sadan of Naxal and Bridge Water International College of Sinamangal.

### **2.4 Sampling Procedure**

In this study, the sample population was selected through purposive non-random sampling procedure in which the researcher simply reached the informants and collected the required information.

### **2.5 Process of Data Collection:**

The researcher have collected the data from the students of those two schools (Brihaspati Bidya Sadan of Naxal and Bridge Water International College of Sinamangal) who came to contact with him by chance. The researcher interacted with them by means of question answers description.

### **2.6 Limitations of the study**

The study was confined to the following limitations:

- i) The study was limited to the analysis of the language use in online communication.
- ii) The study was limited to the Kathmandu valley.
- iii) The study was limited to the writing skill of English only.
- iv) The study was limited to the online chatting.

## CHAPTER THREE

### DATA ANALYSIS AND PRESENTATION

This chapter deals with analysis and interpretation of data. The data collected during this study were organized, interpreted and presented systematically, descriptively and analytically using some statistical tools, tables and diagrams.

#### 3.1 Analysis on the Basis of Shortening

Various types of shortenings have been found in the online chatting. They are used in email and online chatting and are presented in the following table.

**Table No 1**

**The Analysis on the basis of Shortening**

SN	Shortening	Target Expression	Total No. of the Students	Number of Use (Frequency)	
				No.	%
1	Abt	About	40	20	50
2	Asl/asl	age, sex, location	40	30	75
3	BBS	be back soon	40	10	25
4	Gr8	great	40	15	37.5
5	Bcoz	because	40	35	87.5
6	LOL	Laugh out loud	40	15	37.5
7	BF	boy friend	40	25	62.5
8	bi-bi	bye-bye	40	30	75
9	CU	see you	40	20	50
10	dunno	don't know	40	15	37.5
11	4rm	from	40	20	50
12	frm	from	40	10	25
13	Gf	girl friend	40	10	25
14	Gud	good	40	28	70
15	r	are	40	25	62.5
16	n	and	40	24	60
17	u	you	40	20	50

18	4 dat	for that	40	25	62.5
19	pic	picnic/picture	40	20	50

As mentioned above, out of 40 students 19 used casual shortening forms, Bcoz, Asl/asl, BF 87.5%, 75%, 62.5%, respectively. Similarly, bi-bi, gud, r, n were used 75%, 70%, 62.5% and 60% respectively. Likewise, abt, cu, and 4rm were used by 50% users. Whereas just 25% users used frm, gf and BBS. This shows that Bcoz, Asl/asl, BF, bi-bi, Gud, r, n, are more common and used by majority of the users on online chatting.

### 3.2 Analysis of Reduplication on Use

Reduplication refers to the recurrence of the same word or part of word in the use of language. In case of online chatting, this is common to everyone. The use of reduplication can be presented as follows in the table:

**Table No 2**  
**The Analysis on the basis of Reduplication**

SN	Words	Total No. of the Students	No	Percentage
1.	Hi hi	40	30	75
2.	Hallo hallo	40	25	62.5
3.	byeeeeeeeee	40	20	50
4.	you there you there	40	15	37.5
5.	whats up whats up	40	10	25

The above table shows that out of total 40 users 35 (75%) used Hi,hi in their conversation. Similarly 25 (62.5%) used Hallo hallo on online chatting. Byeee, your there you there, whats up whats up are used by, 15 (37.5%) and 10 (25%) respectively.

### 3.3 Analysis and Interpretation of Erroneous utterances

For the analysis of the English language used by the students in their online communication, the erroneous sentences are analyzed here. They are

categorized into three main categories in different levels such as sentence level, phrase level and word level. The sentence level errors are based on the analysis from the grammatical point of view i.e. whether their use of English follows the structural pattern of English language. The phrase level analysis is based on word order. Similarly, in the word level analysis is based on what extent the lexeme used is appropriate grammatically and contextually.

### 3.3.1 Sentence Level Analysis

The performance of English was analyzed in sentence level on the basis of erroneous sentences from both structural and functional points of view. It is displayed in the following table.

**Table No 3**  
**Use in Sentence Level**

Structural Point of View	Correct sentence		Acceptable Sentences		Incorrect Sentences		Total
	No.	Percentage.	No.	Percentage	No.	Percentage	
	40	17.39%	110	47.82%	80	34.78%	230
Communicative Point of View	70	30.43	110	47.82	50	21.73	230

The above mentioned table displays the competence level performance of the users from the functional point of view. That is to say that their English is far better in meaning aspects in comparison to structural aspects.

The table also shows that 40 (17.39%) out of 230 sentences were correct from the structural point of view whereas 70, (30.43%) out of 230 sentences were correct from the functional point of view. Out of 230, 110 (47.82%) sentences were acceptable both in grammatical and functional aspects. Similarly, 80 (34.78%) out of 230 were incorrect in structural aspects and 50 (21.73%)



sentences out of 230 sentences were incorrect from communicative point of view. Some of the common examples are given below:

**Structurally Serious expressions:**

he go

they coming

people knows

what happening you

asking me or him?

**Structurally workable but functionally serious expressions:**

You come to my house. (impolite to the seniors)

Would you mind to go with me? (more polite like with friends and then sarcastic)

Silent! (impolite to the seniors)

I want to kill you. (more polite like with friends and then sarcastic)

Go to the hell. (rude to the seniors)

**3.3.2 Phrase Level Analysis**

The phrases were categorized differently and analyzed on the basis of word order and their inflections. They have problems in noun phrase and verb phrase than in adjective phrase. They were, however, found problematic in prepositional phrases in all type of phrases such as noun phrase, verb phrase, adjective phrase, prepositional phrase. The problem in phrase level is categorized into two perspectives i.e. problem in word order and problem in word inflection. The four types of phrases were taken in case of word order; out of 400 erroneous phrases the largest problem occurred in prepositional phrases. This is obvious from the table below.

**Table No 4**  
**Use in Phrase Level**

Problem Area	NP		VP		Adj p		PrepoP		Total
	No	Percent	No	Percent	No	Percent	No	Percent	
word order	75	18.75%	90	22.5%	110	27.5%	125	31.25%	400
	70	17.5%	110	27.5%	95	23.75%	125	31.25%	
word in inflection									400

The above table displays that out of 400 total phrases, 125 (31.25%) prepositional phrases were erroneous. Similarly, out of total 400 phrases, 110 (27.5%) phrases were erroneous in the adjective phrase. In case of verb phrase and noun phrase 90 (22.5%) out of 400 were erroneous and 75 (18.75%) were erroneous respectively.

Similarly, in word inflection 125 (31.25%) out of 400 total phrases were erroneous in prepositional phrase. Ninety five (23.75%) out of 400 were erroneous in adjective phrase. In case of verb and noun phrases out of 400 erroneous phrases 110 (27.5%) were erroneous and 70 (17.5%) were erroneous respectively. Some of the common examples are given below:

<p><b>Noun Phrase:</b> A boy red cap with, Bad name people, lunch tasty , cat black, way wrong Two girl Single men a large classrooms A man handsome etc.</p> <p><b>Adjective phrase:</b> (the) Handsome (boy), (Very) Beautiful (girl)</p>	<p><b>Verb Phrase:</b> it coming she has go Peter has been done she tell I calls They likes one need to know a man with gun (a) the boy in blue shirt (the) the house on corner (the) etc.</p> <p><b>Prepositional Phrase:</b> (on the) table (with) me</p>
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Black (cat) Small (room) Big (piece) Large (scale) Long (road) Short (route) Intelligent (teacher) Dull (students) Lazy (wroker)	(by) car talking (to) him
--	------------------------------

### 3.3.3 Word Level Analysis

The errors in word level are analyzed in terms of word form and word use. It is categorized into two type's word in isolation and word in connected speech. This is clear from the table below.

**Table No 5**  
**Use in Word Level**

Aspects	Isolation		In connected speech		Total
	No.	Percentage	No.	Percentage	
Word form	175	35%	325	65%	500
Word use	150	30%	350	70%	

The above table displays 500 erroneous words, out of which 175 (35%) were found erroneous in isolation and 325 (65%) in connected speech. Likewise in word use, 150 (30%) words were erroneous in isolation and 350 (70%) in connected speech.

#### **Word in Isolation**

com (come)  
 et (eight)  
 for (foru)  
 2day (today)  
 4 me (for me)

### **Word in connected speech:**

hiz doctor

thy cmingsun

mi tomaronait

smbdllcom

wait4mi

### **3.4 Analysis of Performance in Grammatical Aspects**

Grammar is one of the important aspects of language. It is the main rule and structure of language on the basis of which the correctness of language is measured. The English language used by the students on online chatting is analyzed in terms of tense, subject verb agreement and use of auxiliary verb. Tense is analyzed in terms of its use in their conversation. Subject verb agreement is analyzed in terms of the use and correlation between subject and verb while forming different types of sentences. Another important aspect of grammatical analysis that is entertained in this section is auxiliary verb.

#### **3.4.1 Tense**

The language is categorized in terms of aspects of the tense. The students have used the present tense even in past reference events. In terms of tense, the language is categorized in two ways. From aspects criteria they were classified in two progressive and perfective aspects. From the type of tense criteria, it is classified in to three tenses i.e. present, past and future .

This is obvious from the table below.

**Table No 6**  
**Analysis of Language in Terms of Tense**

Aspect	Tense						Total
	Present		Past		Future		
	No	Percent	No	Percent	No	Percent	
Progressive	80	24.24	120	36.36.	130	39.39	330
Perfective	90	27.27	110	33.33	130	39.33	

The above table shows that out of 330 sentences 130 (39.39%) sentences were incorrect in the structures of the future tense, 120 (36.36.1%) were incorrect in the past tense and 80 (24.24.7%) were incorrect in present tense structures.

Similarly in perfective aspects, 130 (39.39%) sentences were in wrong structure in the future tense 110 (33.33%) and 90 (27.27%) structures were wrong in the past and present tenses respectively. Some examples are given below:

he eating eggs and banana.

my parents scolding me.

Kamal coming you home.

we palnning for a picnic.

I gone there.

he written the letter on 21st December.

I forgotten her name. you remined me now?

The board finalized the result.

### 3.4.2 Subject Verb Agreement

The language is analyzed on the basis of subject verb agreement. The students were very weak in subject verb agreement on online chatting. It is analyzed classifying into two categories i.e. subject verb agreement with plural subjects and subject verb agreement with singular subjects

**Table No 7**

#### **Language in Terms of Subject Verb Agreement**

Erroneous structure	Singular subject		Plural subject	
	No.	Percentage	No.	Percentage
	100	43.47%	130	56.52%
<b>Total</b>	<b>230</b>			

The above given table shows 100 (43.47%) sentences were erroneous out of total 230 erroneous sentences in subject verb agreement with singular subject. Similarly 130 (56.52%) out of 230 were erroneous from subject verb agreement with plural subject. Some examples are given below:

he will goes.

I may ...will find.

Dipak should... will have.

Dipak should... will have.

you can ...shall know.

He she and I am going to play the tournament.

is u looking for decision.

hu r he?

Tina shoud has this font.

does you do that?

comes with me to find the truth.

### 3.4.3 Analysis of Auxiliary Verb

The Students were very weak in the use auxiliary verb. The problem appeared when they used auxiliary verb in question formation and in the use of progressive aspect.

The analysis of auxiliary is classified on the basis of modal auxiliary and general auxiliary which is obvious from the table below.

**Table No 8**  
**Language in Terms of Auxiliary Verb**

Auxiliary verbs	Modal aux.		General aux.		Total Sentences
	No.	Percentage	No.	Percentage	
	75	32.68%	155	67.39%	230

The above mentioned table displays that in case of modal auxiliary verb, they used 75 (32.68%) erroneous sentences. Similarly they used 155 (67.39%) erroneous sentences in general auxiliary verbs. Some of the examples are given below:

he will goes.

I may ...will find.

Dipak should... will have.

you can ...shall know.

He she and I am going to play the tournament.

Tina shoud has this font.

hu r he?

### 3.5 Syntactic Features

Syntactic features in this study include grammatically incomplete sentences, use of active structure, statement question, deletion of subject pronoun, verb from error etc. They are discussed as follows in the sub titles:

#### 3.5.1 Grammatically incomplete

Some sentences in our communication are used grammatically incomplete. It is more common in spoken form than written form. In case of online chatting, Students used sentences grammatically incorrect. Which is presented in the following table.

**Table No 9**  
**Grammatically incomplete**

<b>Seriousness of use</b>	<b>No.</b>	<b>Percentage</b>
More serious	30	75
Less serious	10	25
Total	40	100

The above mentioned table shows that out of total 40 respondents, 30 (75%) used sentences more serious from grammatical perspective. But, only 10 (25%)

students used less serious sentences. The majority of the students committed more serious mistakes from grammatical perspectives. Some of the examples are given below:

he is.

going home.

u eating the dinner.

chatting with whome?

coming near to college.

u watching movie.

lees romantic you become sometime.

### 3.5.2 Use of Active Structure

Both active and passive sentences are used in communication. Most of the users while taking part in conversation used active structure of language in comparison to passive ones. Regarding to online chatting, users used active structure of language. This is clearly mentioned in the table below:

**Table No 10**  
**Use of Active Structure**

<b>Structure</b>	<b>No.</b>	<b>Percentage</b>
Active	35	87.5
Passive	5	12.5
Total	40	100

The table displays that 35 (87.5%) students out of 40 used active forms of language whereas just 5 (12.5%) students used passive on the online chatting. The majority of the students used active form of language. Some of the examples are given below:

she arranged the party.

teacher bit him.



he broke his leg.  
 some people like the politics.  
 Dinesh wrote a letter.  
 I went to the city centre.  
 They played volleyball.  
 I ll talk 2 u.  
 We ll go to have tea.

### 3.5.3 Statement Question

Among various types of questions, statement question is also commonly used in conversation. In a statement type of question, there is no subject verb inversion. Regarding to online chatting this type of question is also used frequently like ‘wh- and yes no type’. The data are presented in the table given below:

**Table No 11**  
**Analysis of Use Statement Question**

Question type	No.	Percentage
Wh Question	8	20
Yes No question	7	17.5
Statement question	25	62.5
Total	40	100

The table given above shows that out of total 40 students 25(62.5%) used statement question on their chatting. In contrast to statement question, only 8 (20%) students used Wh-questions. Similarly, 7 (17.5%) students out of 40 used yes-no question. The majority of the users used statement types questions while using language on online chatting. Some of the examples are given below:

go there?  
 you go there?  
 u r going sir?  
 you like this?  
 23rd is the result?

he topped the board?

U broke the glass?

De notis U?

### 3.5.4 Deletion of Subject

Generally speaking, verb is obligatory part of sentence. Sometimes users do not hesitate to delete subject or object of the sentence. In case of online chatting, students, generally, delete the subjects of the sentence while chatting. This is clearly presented in the table below:

**Table No 12**  
**Analysis of Use Deletion of Subject**

<b>Deletion/Occurrence</b>	<b>No.</b>	<b>Percentage</b>
Deletion of subject	32	80
Occurrence of subject	8	20
Total	40	100

The above table displays that out of total 40 students, 32 (80%) deleted the subject of the sentence while taking part in online chatting. But only , 8(20%) students used subjects of the sentences. This shows that most of the users deleted their subjects on online chatting. Some of the examples are given below:

come here tomaro 10.50.

has money?

I and .....will go together.

assigned us very difcult homork.

come to knw me?

cooking food.

rides a bike.

won the shild.

### 3.5.5 Erroneous Verb Form

English verbs inflect according to subjects. For example, there is 's' or 'es' in verb when it comes with third person singular but the base form is used with first person, second person, and third person plural. Regarding online chatting, this system is severely damaged. Which is clearly illustrated in the table below:

**Table No 13**  
**Analysis of Use Erroneous Verb Form**

Person	Singular		Plural	
	No.	Percent	No.	Percent
First	2	5	10	25
Second	5	12.5	20	50
Third	33	82.5	10	25
Total	40	100	40	100

The above table shows that out of total 40 students, 33 (82.5%) used ill verb form with third person singular. But just 5 (12.5%) students used ill verb form while using it with second person singular. Likewise, 2 (5%) students used ill verb form on their online chatting.

In contrast to singular, the verb form used with plural was more problematic. In this regard, out of 40 students, 10 (25%) used ill form of verb with first person plural. Similarly, 20 (50%) used wrong verb form. Most of the students used wrong verb form with third person singular and second person singular. Some of the examples are given below:

he hav a ball.

Tina shoud has this font.

does you do that?

comes with me to find the truth.

is u looking for decision.

hu r he?

he come with Binita.

u people is bad 4 mi.

some people kills the innocent animal.

### 3.6 Functional Use of Language

Language means communication. The main purpose of language is to communicate. Human beings share their experiences, feeling, information by the medium of language. Thus, functional use of language is one of the important aspects of language learning. Language functions in this study includes socializing, making query, getting things done and so on.

#### 3.6.1 Socializing

One of the important functions of language is socializing. Human beings socialize using language. For example, when we meet we greet and while leaving we take farewell. Socializing functions of language also includes many sub functions of language such as greeting, Farewell, Apologizing, congratulating, thanking.

The collected data are presented in the following table:

**Table No 14**  
**Analysis of Use Socializing**

Form	Greeting		Farewell		Apologizing		Congratulating		Thanking	
	No.	%	No.	%	No.	%	No.	%	No.	%
Well form	8	20	5	12.5	7	17.5	6	15	4	10
Ill form	32	80	35	87.5	33	82.5	34	85	36	90
Total	40	100	40	100	40	100	40	100	40	100

The above table displays that out of 40 students just 8 students used greeting function in incorrect form. Whereas 32 (80%) students used ill formed sentences in greeting function of language.

Similarly, just 5 (12.5%) students used farewell in right form but 35 (87.5%) students make mistake while using farewell function of language.

Likewise out of total 40 students only 7 (17.5%) used well formed language in their chatting while using apologizing function of language. In contrast to well form the number of ill form users were 33 (82.5%) out of 40 total students.

Regarding the use of congratulating function of language, 6 (15%) students produced well form sentences. But 34 (85%) students produced out ill formed sentences.

In the same way, 4 (10%) out of 40 students used well formed language whereas 36 (90%) students used ill formed of language in thanking function of language. Some of the examples are given below:

gm (good morning).

gud dy (good day).

ye. (hey)

bye yar.

taker hai.

Don't' wori cal me la.

suri vanya suninas.

ekskusmi.

nice performance tiro chai.

I congratulate ulai agin suces milos.

tanx.

thks.

I thank u next time and next time.

cugudbai N taker.

### **.3.6.2 Making a Query**

Language use means taking part in communication. In a communication there is question and answer. Question helps the user to get information, facts,

feelings, idea and so on. This includes the sub function of language such as; asking information, checking understanding, asking to repeat and seeking confirmations.

**Table No 15**  
**Analysis of Use Making a Query**

Form	Asking Information		Checking Understanding		Asking to repeat		Seeking confirmation	
	No.	%	No.	%	No.	%	No.	%
Well form	5	12.5	11	27.5	10	25	25	62.5
Ill form	35	87.5	29	72.5	30	75	15	27.5
Total	40	100	40	100	40	100	40	100

The above table shows that out of total 40 students, in asking information type function 5(12.5%) used well formed language. But 35 (87.5%) used ill formed of language in asking information

Similarly, out of total 40 students 11 (27.5%) used well formed whereas 29 (72.5) students used ill form sentences while checking understanding of the conversational counterpart.

Likewise, in case of asking to repeat 10 (25%) students used well formed language. But 30 (75%) out of 40 used ill formed language while asking to repeat on online chatting. Similarly seeking conformation out of total 40 students, 25 (62.5%) used well formed language. The majority of the students used ill formed language while using making query function of language. Some of the examples are given below:

what his name?

where this boy go mean to say want?

will tell him to be in his pogison.

??? (pardon/what)

again?  
 what mean u?  
 u tell me which u want more?  
 pizza or burger u choice first or not?  
 u not extrovert?

### 3.6.3 Getting Things Done

This is another important language function by which people make others do things. In our study, this includes requesting, ordering, encouraging, advising. This is presented in the following table:

**Table No. 16**  
**Analysis of Use Getting Things Done**

Responses	Requesting		Ordering		Encouraging		Advising	
	No.	Percent	No.	Percent	No	Percent	No	Percent
Well-formed	6	15	7	17.5	13	32.5	14	35
Ill- formed	34	85	33	82.5	27	67.5	26	65
Total	40	100	40	100	40	100	40	100

The above table shows that out of total 40 students 6 (15 %) used well formed but 34 (85%) students used ill- formed sentences while making request function of language.

Similarly, while making ordering function of language, 7 (17.5%) used well formed language. But 33 (82.5%) used ill formed expression.

In the same manner, while encouraging others, out of total 40 students, 13 (32.5%) used well formed type of sentences. But 27 (67.5%) used ill formed sentences while making encouraging function of language.

Likewise, 14 (35%) Students used well formed sentences while advising people on online chatting whereas 26 (65%) students used ill formed expression while

serving the function of advising. The majority of the students, while making function of getting things done made mistakes on online chatting. Some of the examples are given below:

plz you must come.

will you go out?

hurrey you won the match.

you go should first.

### 3.7 Code Switching

Code switching refers to use of alternative language while speaking one.

Language code switching has become common in many languages. In this study, the language used on online chatting has been analyzed. This is presented by the following table:

**Table No 17**  
**Analysis of Use Code switching**

Type	No.	Percentage
First Language Interference	25	62.5
Numerical Inclusion	15	37.5
Total	40	100

The table above shows that out of total 40 students, 25 (62.5%) switched code from English to Nepali. Similarly, 15 (37.5%) students included numbers while using online chatting. The majority of the students used first language while chatting in English on online chatting. Some of the examples are given below:

**First language interference:**

U jane ho?

Ma ta with Dad mum.

What happen timro Dharan ko Trip plan?

Kamsekam call me OK.

Manish selfis hunchhan..



Movie watchingko plan ho?

NO idea for assignment.

**Numerical Interference:**

4u (for you).

4rm village.

I m 8 shool gate.

the party is 2night. do not forget.

plz prepare meal 4 2 person.

### **3.8 Sign System**

Various signs are used in communication. Signs such as traffic signs are far more important than words and languages. In case of online chatting, students used various signs which express various emotional state of the person. They are the signs of smiling, tiring, anger, love, farewell, suspicion, weeping, insulting and so on.

### **3.9 Researcher's Perspective about online chatting**

With the development of science and technology, human communication has also been changing. Various innovations and instruments, such as- radio, TV, telephone etc. have already been improved the ways of communication.

Innovation and development of computers and internet have created upheaval in the field of communication. Computers and internet like other things have not only brought good consequences but also some negative results.

Regarding the academic use of English many students used grammatically and functionally wrong language. The standard of English has been negatively affected because of the trend of online chatting. Students happen to commit blunder. Some people believe online chatting develops communicative efficiency of the students albeit it indicates the lack of linguistic knowledge of the students. Because of the excessive use of internet and chatting, students

have developed a deviated type of English subconsciously. The students even in the exam paper and test items used broken form of language. They only used major class words and shortening and abbreviate type of word. Furthermore, online chatting encourages students in code switching which directly and indirectly deviates the academic writing of the students.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATION

This chapter deals with the findings and recommendations which are derived through the analysis of the data.

#### 4.1 Findings:

This study has presented the following major findings of online chatting.

- i) Majority of the students used shortening and abbreviate form of words on their use of English language on online chatting.
- ii) Reduplication has been excessively used in the use of English language of the students while using it on chatting.
- iii) The students were far better in communicative aspects rather than structural aspects.
- iv) Students committed more mistakes in connected speech in comparison to isolation to the same words.
- v) Students made mistakes while using progressive aspects of verb phrase.
- vi) Students used wrong form in plural subject in regard to subject verb agreement.
- vii) It was found that 75% students committed more serious mistakes.
- viii) It was found that 87.5% students used active structures of language.
- ix) Majority of the students used statement questions on online chatting.
- x) It was found that 80% students deleted subjects in the sentences.
- xi) It was found that 90% students committed mistake while serving thanking function of language.
- xii) Majority of the students did not use correct form of language for serving requesting function of language.

- xiii) It was found that 62.5% students switched the code from English to Nepali on the online chatting though, they even used numerical items in their use of English language.
- xiv) Considerable number of the students used sign or symbols on online chatting.

#### **4.2 Recommendations**

- i) Students should be encouraged on online chatting because it encourages students to develop communicative function.
- ii) Teachers should make aware their students about different features, uses and functions of academic writing and the writing of chat.
- iii) Students should not keep boarder between academic and online writing.
- iv) Curriculum designers and text book writers should include the text items about online chatting.

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