LANGUAGE USED IN FACEBOOK CHAT

LANGUAGE USED IN FACEBOOK CHAT 185(S) SaraswatiPaudel 2018

A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English

Submitted by
Saraswati Paudel

Faculty of Education,
Tribhuvan University,
Kirtipur, Kathmandu
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Saraswati Paudel** has prepared the thesis entitled **"LANGUAGE USED IN FACEBOOK CHAT"** under my guidance and supervision.

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 23/02/2018

…….

Saraswati Paudel

DEDICATION

Dedicated

to

My Parents who devoted their entire life to make me what I am today.

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Saraswati Paudel

ABSTRACT

This study entitled “LANGUAGE USED IN FACEBOOK CHAT” aims to analyze the language used on online chatting in terms of linguistic, functional and sign system, code mixing related features of the language. The researcher used purposive sampling method and collected data from 15 students and analyzed those data using simple analytical tools such as frequency counts. Furthermore, qualitative datawas analyzed using thematic categorization followed by descriptive tools. The major finding of the research was that the student used grammatically and functionally ill form expressions of English language on online chatting such as most of the students used shortening and abbreviated form of words on their use of English language on online chatting.

This thesis is divided into five chapters. The first chapter deals with the introduction which mainly consists of the back ground of the study; Linguistic landscape and world Englishes and then statement of the problem, objectives of the study, research questions, delimitations of the study, operational definitions of the study. The second chapter deals with review of related theoretical literature under that globalization of English, the linguistic landscape, areas and features of linguistic landscape, functions and taxonomy of linguistic landscape, linguistic features of English usage on linguistic landscape then empirical literature review then implications of the study and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study.The forth chapter is the main part of the study which includes analysis and interpretation of the data. The data is discussed descriptively. The last chapter deals with the findings, conclusions and recommendations made after the analysis of the data.

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LIST OF SYMBOLS AND ABBREVIATIONS

T.U - Tribhuvan University

No. - Number

SMS - Short message system

S.N. - Serial Number

i.e. - That is

ELT - English Language Teaching

M.Ed - Master of Education

M.A - Master of Arts

LL - Linguistic landscape

CHAPTER: ONE

INTRODUCTION

This is the first chapter of the study "Language Used In Facebook Chat". It includes the discussion on background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Our increasing dependence on and use of various technological tools has impacted every facet of our lives, and language teaching and learning are no exception. Social networking represents one aspect of social media, which has the broader focus of creating and transmitting information to others. Social networking is more about the tools used to make that content available to others and to allow users to connect, engage with it, and to build communities. According to Grahl (2013 as cited inLomicka (n’d))social media can be categorized into six different but overlapping categories, which include: (1) social networks (e.g., Facebook, LinkedIn); (2) bookmarking sites (e.g., Delicious, Stumble Upon); (3) social news (e.g., Digg, Reddit); (4) media sharing (e.g., Instagram, YouTube, Flickr); (5) micro blogging (e.g., Twitter); and (6) blogging, particularly comments and forums. The popularity of social networking tools has increased dramatically over the past years.

1.1.1 Linguistic Landscape

Linguistic landscape refers to any signs or symbolic expressions that are located outside or inside a public institution or a private business in diverse spaces (Rafael et al., 2006, p. 14). It is an area which shows the real use of languages through signs, symbols, images, inscriptions and graffiti in public spaces and private spaces. The signs and symbols deliver social meanings along with social contexts in city spaces. As an emerging field of studying the

social meaning of language, linguistic landscape helps to understand the messages, purposes and contexts through signs, posters, advertisements instructions, inscriptions, graffiti and websites.

The concept of linguistic landscape was first drawn by Landry and Bourhis (1997) in their seminal work on ethno-linguistic vitality and signage in Canada as 'Visibility of languages on objects that mark the public space in a given territory'. A commonly quoted definition of Linguistic Landscape is:

The language of public road signs, advertising billboards, street names, place

> names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration (Landry &Bourhis, 1997, p. 25)

The notion of linguistic landscape is a signage written texts or what Goodman (1986) calls 'environmental print', and taken together they compose what Ben-Rafael et al (2006) term our 'Linguistic landscape'. Similarly, Gorter (2006) views linguistic landscape as the social context in which more than one language is presented and linguistic landscape implies the use in speech or writing of more than one language and thus of multilingualism. It clarifies that linguistic landscape can be defined as a means for displaying deep meanings and messages of signage languages in city space or environmental space which shapes the meanings and contexts in local, global and transnational and in multiple languages.

Linguistic landscaping is as old as writing. For all we know, writing was communicative rather than private from its inception (Coulmas 2003, as cited in Shohamy&Gorter,2009). It means that linguistic landscape means the language used on public posters, billboards, pamphlets in given territory and it cannot be possible without writing. So, it is as old as writing. In sameway, writing cannot be private rather it is communicative because with the help ofwriting we can only communicate in advance to the people of distance. It

cannot be possible to communicate without writing because from writing we can give sense, meaning to something elseand some of its earliest functions are bound to public display.For example: speak to all members of a relevant community. Monumental inscriptions, too, appear early in all literate cultures. In the modern sense of the word, ancient civilizations were not (fully) literate, because in antiquity the art of writing was confined to a scholarly elite rather than being a basic qualification for full participation in society (Goody, 1987 as cited inShohamy and Gorter, 2009). It clarifies that in ancient period, civil society were not fully literate, most of them had only basic qualification and they were not confined for the art of writing because it was only limited to scholarly elite groups.Yet, even when writing was a specialized skill and literacy restricted the exhibition of visible language marked a fundamental change in the human habitat. It changed the way people saw the world, it changed their worldview, it changed their attitude towards and awareness of language, and in many ways it changed the organization of society.

Furthermore, Landry and Bourhis(1997,p. 25as cited inGorter, 2006) have mentioned that “The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration.”

It means, linguistic landscape is the attention to language in the environment, words and images displayed and exposed in public spaces that is the center of attention in this rapidly growing area referred to as linguistic landscapes. While language is used by people, spoken and heard, it is represented and displayed; at times for functional reasons and at others for symbolic purposes. Language in spaces and places is used for the attention of researchers and scholars who attempt to study and interpret its meaning, messages, purposes and contexts. Such language, can be found everywhere and is closely related to people as they are the ones producing it and who choose the ways to represent and display it in diverse spaces.

Thus,linguistic landscapes are concerned with the use of language in its written form in the public sphere. It refers to language that is visible in a specified area (Bourhis& Landry, 2002 as cited inGorter, 2006).It clarifies that people are the ones who hang the signs, display posters, design advertisements, write instructions and create websites. It is people who read, attend, decipher and interpret these language displays, or at times, choose to overlook, ignore or erase them. Linguistic landscapeincludes various fields like from linguistics to geography, education, sociology, politics, environmental studies, semiotics, communication, architecture, urban planning, literacy, applied linguists, and economics.

Generally,linguistic landscape reflects the visibility of languages in public spaces but more specifically, it incorporates the languages used in shop signs, advertisements,facebook, products in the supermarket, commercial boards, the names of buildings, menus, graffiti, airport and bus station, public transport, shopping centers, notices, advertising posters and hoardings and many more as per the different contexts and fields. It also incorporates the publicly seen advertisements, posters, post messages pictures and others.

1.1.2 World Englishes

The English language is termed as 'global language' and is taken as one of the most dominant international languages of the world. It has gained its status of globalization because of its rapid worldwide coverage. English language is often called link/ contact language because it is used to communicate with the people who have different linguistic backgrounds. So, it is often called lingua franca as well. Kachru (1985), states that the effects of globalization of English, now regarded as the 'dominant world language', or 'World Englishes' that means English is accepted as a common global language world widely and readily increasing in today's world. The globalization of English has led the outlets of the power of dominating world's English language as the politics of

World Englishes in one hand, whereas English is taught as a foreign/ second language in another hand.

Language used for communication always involves people, places, and purposes, none of which exist in a cultural vacuum. To understand the sociocultural contexts of English as a global lingua franca, we need to approach culture in a non-essentialist and dynamic manner. It should be seen as an emergent, negotiated resource in communicationwhichmovesbetweenandacrosslocal,nationalandglobal contexts (Baker, 2011). It means that language is the means of communication. In order to have communication three things are essential as people, place and purpose. For meaningful communication, we need people to talk and listen and we need place to talk and at last we need purpose, without purpose we cannot talk or we cannot start our communication, in same way to know the meaning of particular language we need to know about the socio- cultural context which is essential for communication.

In specific relation to the English language, Pennycook (2007) has described the manner in which both linguistic and cultural forms and practicesofEnglishexistinglobalflows. It means that language and culture are interrelated to each other because without culture we cannot negotiate the meaning of the language and without language we cannot accommodate in culture, like flesh and blood to be a living organism. So,theymovethroughbothlocaland global environments being influenced and changed by both. The importance of being able to negotiate these complex and dynamic cultural references in communicating successfully across cultures underscores the need to incorporate this into our understanding of communicative competence and subsequently ELT .

English is known as an international language and the growth of the use of English as the world's primary language for international communication has obviously been continuing for several decades. Regarding the global use of the

English language,Crystal(2008) mentions that English is now most extensively used in this expanding circle and it thus follows that the majority of ELT classrooms will also be in this circle. It clarifies that English has created big market in the globalization and due to what English as an international Language or Lingua Franca, Each and every person wants to learn English due to different purpose like business, instrumental, specific and other else. English is therefore, used most commonly not by native speakers but as a contact language between interlocutors with different lingua-cultures (linguistic and cultural backgrounds).Regarding multidisciplinary distribution of English,Karchu,(1983 p.39) writes that the spread of English is unique because language is used in geographically,linguistically and culturally diverse areas, its use cuts across political boundaries. It means thatthe large range of varieties of English can't be discussed from any one point of view.There are several mutually non-exclusive ways to discuss their form and function. One might, for example, consider them in acquisition terms, in socio-cultural terms, in motivational terms and in functional terms.

There are many and varied dialects of English spoken in different parts of the world, including not American and British English.It includes other varieties as Indian ,Pakistani, Australian and New Zealand English as well as English spoken in various African and Asian context. As Block(2004) highlights, the role of English in globalization is multifaceted and neither exclusively benign nor evil. It means that due to the different socio linguistic and socio cultural context, the use of language, way of the pronunciation of word and meaning of the word may differ from one place to another place due to the result different varieties of English came into existence like Nepal+ English (neglish), Japan+ English (Jenglish) and so on.The extensive use of English in such a diverse range of setting has raised a question on our understanding of the ownership and forms of the English language. In particular, the growth of use of English language in the expanding circle (Karchu 1990) in which it is neither an L1 nor and official L2 within a country, problematizes native speaker- based

conceptions of English use. It clarifies that English language is taken as more important as well as essential language in each and every field. For example to get job opportunity, to get prestige in the society and other else. Though government of Nepal has not explicitly addressed that English is L1 but in each and every field there is importance and essential to have English language knowledge.

Hence, due to the world English or English as a lingua franca, English is taught in a bewildering variety of situations around the world. In many countries it first appears in the primary curriculum but many universities in those and other countries continue to find that their entrants are insufficiently competent in English use. English is taught in private schools and institutes all over the world.This is the reason English is not just studied for general purpose but for academic purpose or English for business purpose or English for specific purpose and it is used in both formal and informal way.

1.2. Statement of the Problem

With the development of science and technology, the way of communicating with each other has also been changing. Various innovations and instruments such as radio, TV, telephone and so on 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 impacts. Facebook or online chat is one of the means for connecting with the people around the world. It allows us to see newsfeed, post photos, videos and status. However the language they use on facebook differs from the standard language which ultimately hinders in students learning. Since the students are the active users of face book, they happen to use the language that is suitable and easy for their communication. We know that the language of face book or language of communication on face book doesnot match with the standard language. Students or learners use short forms, ellipsis, ungrammatical sentences and

informal sentences in facebook or social sites which lead to grammatical mistake. Itbadly hampers in student's academic writing or areas because of the trends or habits of using those short forms, ungrammatical sentences and informal languages. They use those things in academic writing and it creates problems in academic teaching and learning. For example Ellipsis like am student u instead of I am student and what about you? Sameway, repletion in word like *byeeeeee, Hiiiiiiii* and lack of punctuation marks in sentences and others.This type of use of language on face book eventually leads to hindrance in language learning. So, it is necessary to study the language use on facebook which will help to take the necessary steps for further improvement.

Regarding the academic use of English, many students use grammatically and functionally incorrect language. The standard of English has been negatively affected because of the trend of online chatting. Students happen to commit mistake. Some people believe online chatting develops communicative efficiency of the students but it also indicates the lack of linguistic knowledge of students. Due to the excessive use of internet and chatting, students develop deviated form of English subconsciously. Even in the exam paper or test items, they use broken form of languages. So, it creates problems in their language learning.

1.3.Objectives of the Study

The research objectives of the study were as follows:

i.To categorize and analyzethe cases of language used in online chat in terms of:

- word shortening
- Grammatical aspects
- erroneous utterances
- syntactic features
- functional use of language

- code switching/mixing
- Sign system

ii.To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as follows

i. How does the language use on face book impact in language learning?

ii.How language has been used in online chat?

iii.In what ways, does the use of language on face book affect language learning?

iv.What are the cases of functional use of language in online chat?

v.What are the cases of syntactic features of language use in online chat?

1.5 Significance of the Study

Linguistic landscape plays an important role for enhancing effective communication and, in most cases, involves a significant skills and knowledge in multilingual contexts. Therefore, it can be argued that linguistic landscape serves a number of functions in both speech and written form and these include emphasis, clarifying, accommodation and exclusion, word replacement, expanding among others. This study will explore the importance and significance of linguistic landscape in the preservation and promotion of indigenous languages in Nepal on face book.

As this study aims to explore the linguistic features in English usage onlinguistic landscape of face book and provides the accessibility to convey and deliver the meaningful messages to the people, it will be highly beneficial in many ways.

Yet, in the context of Nepal, there are not any explicit policies made regarding the Linguistic Landscape for deliberation of public-signage education. Thus, most importantly, it will be significant to policy makers in order to make a plan and policy regarding the linguistic landscape knowledge on public spaces and on facebook to deliver and convey symbolic and signage texts for better understanding. In the same way, as there are not any spaces provided in present school and higher level curriculum, it will be significant to all curriculum developers, syllabus designer and material developers in order to consider the space of Linguistic landscape as a pedagogical resource in curriculum. In the same way, this study will be helpful for language teachers to incorporate Linguistic landscape as a pedagogical tool. Likewise, it will be significant to all the students as it provides the areas of linguistic landscape that are supported by symbolism, code mixing and signage language texts. In a wider context, this study will be beneficial to all developing countries where the spirit of linguistic landscape has just entered by providing findings and recommendations.

The study of the online chat language analysis may help the concerned students to be quite conscious in their learning. Researcher want to carry out this study as there is very low number of research done in this area. Moreover study may come up with the fruitful findings which will be applicable to all the ELT teachers and the students since they all are the regular users of the face book.

1.6 Delimitations of the Study

Researchers are limited by time, human resources and financial factors. The researcher has to limit his/her study to a certain boundary.None of research can cover the entire study population. No research can use all the tools and the aspects of research related to the area of the study. Therefore, my study was also limited in terms of study area, population, sample population, research tools.

This study "Language Used In Facebook Chat" was limited to the analysis of the language use in online communication.The numbers of sample was 15face

book users.The study waslimited to the writing skill of English only.The study was limited to the online chat.

1.7 Operational Definition of the key terms

The key terms of the study are listed and defined as follows:

Linguistic Landscapes: The term refers to the language of billboards, commercial shop signs, shopping streets, public road signs, street names, and places names which are used by the people widely on public spaces.In my research, linguistic landscape refers to language use on face book or face book chat.

Facebook: The proprietary name of the social networking website. This is an application which is used for chatting with family friends etc.

Online Chatting: Online chatting means we can communicate with every person with the help of social networking sites like face book and so is the case in my research aswell.

Formal language: Formal language is more commonly used in situations that are serious or that involve people we don’t know well. In this research informal language means the language used in Academic institutions like schools, colleges etc.

Informal language: Informal language is more commonly used in situations that are more relaxed and involve people we know well.. In this research informal language means the language used infacebook chat.

CHAPTER: TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of studies consist of the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework for the study.

2.1 Review of Related Theoretical Literature

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect assistance in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that researcher wants to do. It is an integral part of the entire research process and makes a valuable contribution to almost every operational steps. Under this, Researcher has described the term; Globalization, areas and features of LL, functions and taxonomy of LL and others.

2.1.1 Globalization of English

Globalization is a social process of 'homogenization' The present day world is becoming 'homogenous' (Foucault, 2000). It is a phenomenon in which people interacts with each other's, without any cultural, social and economical barriers that is the world unites into a single thread as becoming a globalized. The term 'globalization' is an ongoing process that permeates almost all societies. Ohmae, (1992, as cited in Al-Rodhan, 2006 p.4), says that "Globalization is the onset of the borderless world". It is characterized by the existence of global, political, cultural, linguistic and environmental interconnections and flows that make the many of the currently existing borders and boundaries irrelevant.

English as it is taken as 'global language' is one of the most dominant international languages of the world. It means English language has gained its status of globalization because of its fast worldwide coverage. English

language is often called link/ contact language because it is used to communicate with the people who have different linguistic backgrounds. So, it is often called lingua franca as well. Kachru (1985), the effects of globalization of English, now regarded as the 'dominant world language', or 'World Englishes' that means English is accepted as a common global language world widely and readily increasing in today's world. The globalization of English has led the outlets of the power of dominating world's English language as the politics of world Englishes in one hand, whereas English is taught as a foreign/ second language in another hand.

Therefore, English has been regarded as a very useful and powerful tool for interpreting the world as globalization. It means globalization is making English as a key to success in the age of globalization to facilitate communication with people of different nationalities. Recently, globalization in various fields of the economy and society has advanced rapidly, so do English language as a global language, has made its important space in the field of Linguistic landscape.

2.1.2 Areas and Features of Linguistic landscape

Linguistic landscapes are the spaces and places where linguistic objects; the verbal and non-verbal use of language items like inscriptions, written signs, instructions, scripts, symbols, posters and images can be seen. Features like script in different forms for one language, use of different pictures with words or without words, translation and transliteration of languages, and artificial forms of language can be found on Linguistic landscapes in public places. Such Linguistic landscapes show the literacy of particular area, cultural aspects, societal multilingualism, and real use of language in public place and multi meanings of words (Shohamy&Gorter, 2009).

Various forms of creative use of language can also be seen on Linguistic landscapes which display the cultural, social meanings and language choice in public spaces. LLs address the 'language policy' of the area where they are

located (Spolsky, 2009p. 32). To support this statement, language policy incorporates the best adaption of language choice in different contexts like bilingual and multilingual spaces. It provides an easy, visual and clear way to promote language and culture while it also provides excellent social meanings for language learning in real life situations.

The characteristics having monolingual signs, bilingual signs, trilingual signs, verbal signs, multilingual signs, official signs and non-official signs can act as the feature ofLinguistic landscapes. Likewise, the order of languages, its use, power and solidarity, ideology, the ecology, perspectives, policy and taxonomy of languages adds to feature of Linguistic landscape (Shohamy&Gorter, 2009 and Spolsky, 2009).

The feature of Linguistic landscapes is that it focuses on the articulation of linguistic symbols in public space.Linguistic landscapes carries emblematic feature for the very fact that it constitutes 'the symbolic structuring of the public space, the decorum of public life that is shaped' (Rafael et.al, 2006. p.10).Linguistic landscapes mainly holds a variety of non –linguistic and linguistic signs, functional and informational signs, public and official signs, ecology and economy of language signs and socio- political signs. It is closely related to the features from a variety of disciplines like linguistics, geography, education, sociology, politics, environmental studies, semiotics, communication, architecture, urban planning, literacy, applied linguists and economics (Shohamy&Gorter, 2009, p. 1).

Cenoz and Gorter (2006, p. 71) have identified thatlinguistic landscape as 'any establishment that displays language signs', while Backhaus (2006:56) focuses on ‘any piece of written text within a definable frame’ as the elements of linguistic landscape. The study of linguistic landscape focuses on analyzing the linguistic items according to the utilization, their use, features, syntactical or semantic aspects. Thus, Linguistic landscape functions as any information marker on one hand and identification marker on the other. Linguistic

landscape is important as it is considered to be an area of investigation, that it is the public space where the dynamics of major aspects of social life are displayed in particular areas.

In this regard, the feature of linguistic landscape plays a major role to seek to respond for reflections in the area of my study for the understanding of social reality in theoretical terms. Moreover, linguistic landscape is the field which shows the actual application of language through visual texts as well as the written texts. Multiple languages with different pictures can be seen on various Linguistic landscapes. Suchlinguistic landscapes show the identity and literacy of particular area.

2.1.3 Functions and Taxonomy of Linguistic landscape

The function of linguistic landscapes has been discovered by different researchers and language practitioners. Rafael, Shohamy, Amara and Trumper (2006) argue "linguistic landscape analysis has emerged as a collection of approaches to understanding how the material word is symbolically constructed through visual language use". Likewise, Gorter (2013) opines "publications on the linguistic landscape pave a wider range of innovative theoretical and empirical studies that deal with issues related to multilingualism, literacy, multimodality, language policy, linguistic diversity, and minority languages, among others".

Linguistic landscape of a particular territory can serve two basic functions (Spolsky& Cooper, 1991 as cited in Rafael et.al, 2006, p. 8). Linguistic landscape functions as an informational marker on the one hand, and as a symbolic marker communicating the relative power and status of linguistic communities in a given territory on the other.

An informational function: Public signs reflect the economic, political and cultural capital of the language group. The most basic informational function of the Linguistic landscape is that it serves as a distinctive markers of the

geographical territory inhabited by a given language community and it also serves to delineate the territorial limits of the language group. Moreover, theLinguistic landscape serves to inform the linguistic characteristics, territorial limits, and language boundaries of the regions they have entered.

The symbolic function: Linguistic landscape may act as the most observable and immediate index of the relative power and status of the linguistic communities inhabiting a given territory. Public signs, graffiti campaigns can provide a dynamic portrait of both current and past conflicts over the language of public signs within a given region or administrative territory.

Similarly, the taxonomy of Linguistic landscapes concerns with the classification of signs in accordance to the linguistic contexts of a particular space. It is the systematic distinction of signage texts. In this concern, (Spolsky and Cooper, (1991, as cited in Spolsky 2009, p. 34) have set out a 'tentative taxonomy of signs' in Linguistic landscapes which is presented as:

i. Street signs.
ii. Advertising signs.
iii. Warning notices and prohibitions.
iv. Building names.
v. Informative signs (directions, hours of opening).
vi. Commemorative plaques.
vii. Objects (postbox, police call box), and
viii. Graffiti

There is a relationship between the taxonomy and functions of signs which provides deep information and symbolic expression of advertising, noticing, warning and conveying meaningful messages to the audience through linguistic landscape.Linguistic landscapes convey information as per their forms in which they are situated. Thus, different kinds of signs convey different meanings in Linguistic landscape.

2.1.4 Linguistic Features of English Usage in Linguistic Landscape

Generally, linguistics refers to the scientific study of language and its form, meaning and context. It is an extremely broad term which includes the core components like grammar, phonology morphology, syntax, orthography, phonetics, semiotics and other components which are encountered in written and spoken texts. The word 'linguistics' has been derived from Latin 'lingua' and 'istics' in which lingua means tongue or language and the suffix 'itics' means knowledge or science. So, linguistic is the scientific study of language or a systematic discipline. Linguistic features are the full understanding/ study of the various components of language and their relations with the rest of the world outside language. In this regard,Raveli, (1996 as cited in Schleppegrel, 2008, p. 450) says:

> ‘‘[n]ominalisation is usually associated with other, related linguistic features including complex nominal group structure, with many pre and post modifiers, the use of embedded clauses, and lexical choices which are prestigious, technical and formal, rather than coming from a more everyday realm.’’

Linguistic features are the basis of linguistics as well as fundamental aspects of the study of languages. The study of linguistic features includes the broader view of lexicography, pragmatic, psychological, social, semantics, stylistics, phonology and grammar. Linguistic items/features could be as a written sentence, spoken utterances, a particular syntactic structure, a word or a way of pronouncing a certain sound. So, it provides a source of resources. Similarly, linguistic features study the nature of language, tries to find out the fundamental nature of language, function of language, components of languages and universal features of language. In nutshell, it studies the wholesome and systematic description of any language. However, this study is the study limited to linguistic features including code-switching/mixing,

Shortening, Reduplication, comparing formal informal language in English usage of face book. The following are the major features included in the study:

2.1.4.1 Code-switching/mixing

'Code-switching ' and Code-mixing', are the major terms in sociolinguistics, which show the characteristics of language use in community or social settings. The term 'Code mixing' emphasizes on hybridization of words and phrases while the term 'Code switching ' emphasizes on the movement from one language to another language. Code mixing serves as the mixture of morphemes, words, phrases and sentences while code switching serves as the switch between words, phrases and sentences. We can observe code mixing and switching in the speech of almost all bilinguals. In this regard, they play a crucial role in the use of languages and we can find out the use of code mixing/switching onLinguistic landscape in public and environment spaces. Bokamba, 1988 (as cited in Ndebele, 2012, p. 17) defines both concepts as:

> Code switching is mixing of words, phrases, sentences from two distinct grammatical (sub) system across sentences boundary within the same speech event…….Code mixing is the embedding of various linguistic units such as affixes (bound morphemes), word(unbound morphemes) phrases and clauses from co-operative activities where the participants, in order to infer what they hear with what they understand.

Code Switching is the mixing of different codes by speakers in the same conversation. The switch may take place at any level of language differentiation (languages, dialects, styles/registers) and can involve units from the morpheme to the sentence. Very often the term 'code mixing' is used synonymously with 'code-switching'. It means basically intra sentential code switching is synonymous to code mixing. Consequently, Code Switching/

Code-Mixing is a complex process which involves a great amount of skill in both languages involved and a social and culturally motivated phenomenon.

Leung, (2010 as cited in Ndebele, 2012, p. 2), in his remarks on the Code-Switching and Code-Mixing phenomenon asserts;

> The code-mixing phenomenon cannot be separated from the fact that many people these days are bilingual, trilingual and even multi-lingual. The advancement of transportation and communication increases local diversity and global consecutiveness. People of different languages and different cultures come into contact constantly. Managing linguistic and cultural variations has now become vital to our lives. Code-mixing has become socially and communicatively unavoidable and it helps us develop and improve relationships and enable us to adjust and adapt in the environment we are in.'

Apparently, Code-switching/Mixing has become socially and communicatively unavoidable phenomenon in a linguistic situation as speakers switch between languages for different social and cultural reasons. People easily accept the process of switching / mixing of languages to interact and socialize in the situation they live. Thus, code mixing hypothesis states to be switching of two codes that is, languages constitute the appearance of a third code. In this modern world, intimate multilingualism is the norm for many people so, people usually select a particular code switch from one code to another or mixes two codes together to communicate and deliver meaningful information to each other.

2.1.4.2 Transliteration

Transliteration is a branch of translation that involves converting the message from one script to another script. It refers to 'translating' a text from one writing system to another while keeping in its original language. It is a type of conversion of a text from one script to another in predictable ways.

According to Goldwasser and Roth, 2008, p.353)" Transliteration is the process of transcribing a source language to some target language based on phonetic similarity between the entities". It is primarily concerned with the representation of perfect, accurate and unique characters of the texts, without losing the representation of the sounds of the original texts.

Transliteration, considered as one of the features of linguistic landscape is the sign that displays texts constituting a complete translation or translation of each other. Use of transliteration inLinguistic landscape is not so frequent, but when occurred, it makes a positive, meaningful and symbolic result. It definitely attracts the attention of the readers. Thus, transliteration acts as the process of converting text from one script to another without any loss in content. However, the process of transliteration is reversible, that is, any transliterated text can be back-transliterated. For example, when you go to a Chinese restaurant, the menu might feature Chinese characters that you don’t understand. When those characters are transliterated, they approximate the Chinese word’s pronunciation using Latin letters. If you can’t read or speak Chinese, you still won’t understand the transliterated language. Only when that Chinese word on the menu is translated into English will you be able to comprehend it.

In this regard, transliteration acts as one of the major features in the study of English usage inLinguistic landscape. It makes the meanings and contexts of Linguistic landscape to be fruitful and helpful to the audience so that they can easily get to the actual messages of the signs.

2.1.4.3 Stylistics

Stylistics is a branch of linguistics which studies style in a scientific and systematic way concerning the manners / linguistic features of different varieties of language at different levels.

According to Richards, Schmidt& Weber, (2002), "Stylistics is the study of that variation in language which is dependent on the situation in which the language is used and also on the effect the writer or speaker wishes to create on the reader to hearer". It incorporates the use of different styles of signs, symbols, texts, paintings and inscriptions with prior to the given contexts and creation of the users to the audience. It includes the meaningful use of written language and literary texts in style form. The word “style” has been derived from the Latin word “stilus” which means a short, stick, sharp at one end and flat at the other, used by the Romans for writing on wax tablets. Style incorporates a way of showing the function of language that implies registering language, analysis of grammar and stylistic devices. It includes a way of personalizing an act of speaking or writing; a way of expressing something in an expressive way and a way of catching attention. For example when his dad died, Peter had to get another job. In another way, after his father’s death, Peter had to change his job. In another way, on the decease of his father, Mr. Brown was obliged to seek alternative employment.

In this regard, stylistics acts as an approach to the analysis of literary texts using linguistic description, a cultural mark/sign, an individual choice and arrangement of linguistic units according to the context. Furthermore, it incorporates the way to convey a message by applying of words with certain purpose, decoration of language, and the connection between thought and expression inlinguistic landscape.

2.1.4.4 Ellipsis

Ellipsis is a result of economy in spoken discourse since it is the omission of words. Ellipsis is a phenomenon where words are left out which otherwise are considered being grammatical units that are important for a complete sentence and grammatical structure. Omission of these words is more common in speech since the meaning of a clause can be understood from the context in which an utterance is made. There are also different types of ellipsis, such as omission of verb phrases or subject Greenbaum& Nelson, (2009, p.166 as cited in Lind,2012). For example: am a student u". This sentence written in Standard English would look like: "I am a student, what about you?" Three words have been omitted: I, what and about.

2.2 Review ofEmpirical Literature

Empirical literature review refers to an act of reviewing or studying related literature to the topic carried out earlier by different people or organization. Reviewing the empirical literature is related to the practical work of previous research. Under this topics the following related empirical literature are reviewed. Researcher has reviewed the researchesdone outside the country and the researches done inside the country in chronological order.

Landry and Bourhis (1997) conducted an empirical study entitled "Linguistic Landscape and Ethno Linguistic Vitality, "An Empirical study " aiming to introduce the concept of Linguistic Landscape by examining the socio linguistic of this emerging in the field of language planning as well as focusing to access the independent and relative relationship of the linguistic landscape to vitality beliefs ethno linguistic identity and language behavior. Students were selected from grade 11 and grade 12, from Nova Scotia and Prince Edward Island as the population of this study. Questionnaire and test were used as the tools for data collection. The research results demonstrated that the Linguistic Landscape as an independent factor along with the result of regression analysis showing the strength of the relationship between various INCL measures,

including Linguistic landscape and the independent psychological variables such as vitality beliefs and language behavior.

Baral (2005) has conducted a research on ‘Code Mixing in Nepali Cinemas’. The major objectives of the study was to find out the English code mixing in Nepali Cinemas and the specific objective of the study was to analyze English Code mixing in Nepali cinemas in terms of word class, sentences type and language function used in code mixing, for this study 15 cinemas were chosen using judgemental sampling procedure. The study showed that English code mixing in nepali cinemas is a natural phenomenon. It showed that words that were used in day to day communication were used maximally in Nepali Cinemas. The research also showed that greetings and farewell, type of language functions were used in Nepali cinemas. He further stated that simple sentences were maximally used in Nepali Cinemas compared to complex and compound sentences. Baral has taken help to conduct the research from 15 movies/films but he had not mentioned cinemas. According to Oxford Advanced Dictionary 7th edition cinema means a building in which films movies are shown.

Paudel (2005) carried out a research on “Code switching in Tribhuwan University premises”. The main objectives of this study was to find out the switching of the English language in Tribhuwan University premises and to find out the frequency of code switching, to pinpoint modality of code switching. In the methodology process, he has used qualitative research design, under qualitative research design; he used purposive random sampling procedure. The researcher made use of primary and secondary data. The population of this study was University students and the samples of the study were fifteen students. The finding of this study showed that switching takes place not only in lexical gap but also at semantic and pragmatic level. It also stated that many compound words were with one element from English and other from Nepali. His study also showed that urban people (students) usually

mixed English words and sentence while talking with their friends and other people.

Cenoz and Gortor (2006) have carried out the research entitled “Linguistic Landscape and Minority Languages”. The major objectives of their study were to analyze the use of minority languages, the state language and English as an international language on language signs in terms of (Brasque or Frisian) and (Spanish or Dutch) respectively and to determine the number of languages used, the languages on the signs and the characteristics of bilingual and multilingual signs . They selected 975 pictures of language signs and applied coding scheme as a tool for data collection. Non purposive sampling was used as sampling procedure. Finally, they found that the Linguistic landscapeis related to the official policy regarding minority languages that there is important difference between two settings.The main differences between the two cities are related to the use of the minority language in language signs. There are more signs in Basque than in Frisian and this difference shows the effect of a strong language policy to protect the minority language on the linguistic landscape.

Neupane (2007) carried out a research on entitled ‘English Code Mixing in Nepali Folk Songs.’ The main objective of this research was to find out English Code Mixing in Nepali Folk Songs. The specific objective of research were to analyze English Code Mixing in terms of word class, sentence type and language functions. The researcher selected 25 Nepali Folk Songs for his study by using judgmental sampling procedure. The findings of the study showed that Nepali Folk singers and lyricists use are English words, phrase or even sentences in Nepali Folk Songs very often, some of the noun were mixed and often than verbs and adverbs. He further stated that simple sentences were mixed more often than compound and complex sentences.

Sayer(2010) studied on “Using the linguistic landscape as Pedagogical research” the main objective of his study was to analyze the different social meanings of English using public signs in local EFL community in Maxico.

With an aim to discuss on the ideas of Linguistic landscapes and describes a small scale research on Linguistic landscapes. This study aimed to identify the six social meanings represented on the signs and photographs and suggested some implication on Linguistic landscapes. He designed the Linguistic landscapes research project called 'environmental English'. He selected 250 English language photos of signs, billboards, posters and banners based Linguistic landscapes by digital camera. The tool for data collection was qualitative content analysis. He came to the conclusion that some signs are clearly intended to convey information to foreign visitors. English language was used for non-Spanish tourist in restaurants, money exchange places, social protest and churches. In the same way, English was used by a Mexican to communicate with other Mexican. Likewise, the researcher identified six themes- English is advanced and sophisticated, English is fashion, English is being cool, English is sexy, English for expression of love, and English for expressing subversive identities- that explain different social meanings that English has in Oaxaca. Moreover, the researcher provided some implications of using Linguistic landscape as a pedagogical resource: Linguistic landscape can be adopted to focus on language forms such as vocabulary, idiomatic expressions and grammatical features. Students find all the example of English on appliances and electronic in their houses and discuss what they mean and why they are in English. They can study the English used on T-shirt and backpacks. They can look at the way non-standard forms of English are used in public places. So, they can find out standard and non-standard grammatical forms, and students identify new loan words.

Shankar (2012) carried out a research on "Code-Mixing in Electronic Media". Her objective of the study was to identify mixed English words and expression in the face book. In the methodology process, she used qualitative research designed, under qualitative research design; she used purposive random sampling procedures. She used the information which was retrieve from face book so; no questionnaire and interview were conducted to collect the

information. She has used fifty face book daily users messages, status and commentaries as a population of the study. She has used one message from each user as a sampling procedure. She found out that most of the face book users used nouns more commonly as compared to other word class in face book communication.

Khadka (2013) carried out a research on titled “Analysis of the language used on online chatting”. His objective of the study was to categorized and analyzed of the language used on online chatting. In the methodology process, he used qualitative research design, under qualitative research design; he has used purposive non-random sampling procedure. He has used interview tool and the population the study was the secondary level students of the Kathmandu valley, and in regard of sample, he has used forty students from BrishaspatiBidyaSadan of Naxal and Bridge Water International College of Sinamangal. He found out that mostly informal type of language was used in online chatting.

Romanenko (2014) conducted the research entitled “Linguistic Analysis of On-line Advertising in English”. The aim of the study was to examine the linguistic analysis of on-line advertising in English and to identify the linguistic features and rhetorical figures employed in slogans. The research methods used in the descriptive thematic analysis made it possible with three thematic parts: alcohol and cigarettes advertising, non- commercial advertising and unspecified advertising of various products. For the purpose of investigation 150 advertisements were observed and created specifically with the help of search engine. The findings concluded statistically that the most commonly linguistic means in advertising slogans in relation to the thematic domain. Moreover it reveals the connection between the use of advertising language and advertising objectives along with the identification of the patterns of their occurrence in the studied slogans.

2.3 Implications of the Review for the Study

One of the most important parts of any research is reviewing the related literature. It gives the researcher necessary theoretical back up related to this study.

While reviewing the literature the researcher has gone through various empirical research studies. Theseall are related to some extent to this research study. After reviewing the research works, the researcher got ideas on different existing theories related to this topic. Furthermore, from the different empirical research studies the researcher got information about the various procedures needed to conduct research study. Regarding sampling strategy, use of tools and analysis and interpretation procedures, the researcher has gained valuable information from this research works. All these theoretical and empirical studies are helpful to the researcher during her whole research work. They are milestone to make the researcher's task more informative and reliable.

I have reviewed the Landry and Bourhis (1997), who carried out a research to introduce the concept of LL as the emerging in the field of language planning along with focusing on the relative relationship of the LL to vitality beliefs, ethnolinguistic identity and language behavior and from this, the researcher has got the good idea in generalizing the relationship of linguistic features of language usage along with LL. Similarly, the researcher has reviewed the Baral (2005), who carried out the research to find out the English code mixing in Nepali cinemas in terms of word class, sentence types and language functions and from this, she got the good idea in generalizing the use of word class, sentence types and language functions used in code mixing in Nepali cinemas. Same way, from the study of Paudel(2005),She got the insight on the code switching of the English language in T.U. His findings helped me to generalize that switching takes place not only in lexical gap but also at semantic and pragmatic level. Same way, She has reviewed the Cenoz&Gorter(2006),who carried out the research to analyze the use of minority languages, the state

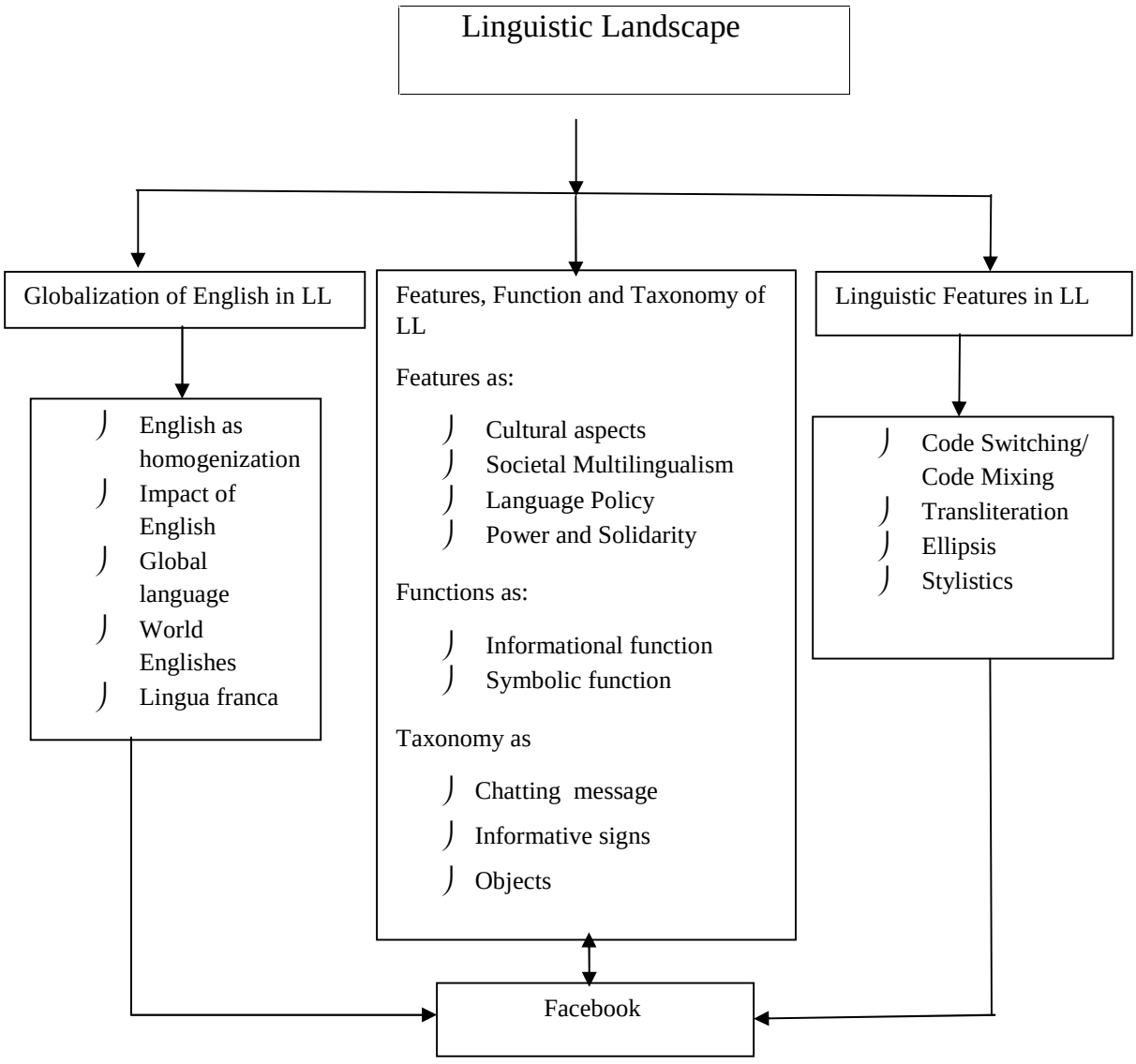
language and English as an international language on language signs in terms of (Brasque or Frisian) and (Spanish or Dutch) respectively and to determine the number of languages used, the languages on the signs and the characteristics of bilingual and multilingual signs and from this, I have got the good idea in generalizing the Linguistic landscape is related to the official policy regarding minority languages that there is important difference between two settings and so on.

These reviews seem highly implacable to the researcher's study. They have provided her the theoretical foundation to this study and facilitated her to select appropriate research methodology. The research works also helped her to make an appropriate sample size. Likewise, they also helped her to select and design the appropriate research tools and sampling procedure. In the same way, from the above mentioned researches, she got information about actual findings of their studies. From this, she has noticed the fact that the previous researches missed the investigation regarding the linguistic landscape.

Above studies emphasized on the need and importance of for making teaching learning more effectively and efficient. Those studies provided the researcher ideas to conduct the research on"Language used on Facebook Chat"

2.4 Conceptual Framework

The conceptual framework grows out of the theoretical framework which relates to the specific research problem. Theoretical framework consists of the theories in which the study is embedded whereas the conceptual framework describes the way or process to conduct the actual research. The conceptual framework to conduct this research study was based on following concepts given in the diagram below.



CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with methodology aspect. It has included detailed description of the manner in which decision was made about the type of data needed for the study, the tools and devices was used for their collection and the method by which was collected. I used the following methodology to achieve objectives specified.

3.1 Design and Method of the Study

The present study on “Language used on Facebook Chat” was based on survey design. Survey research is mainly carried to find out people’s attitudes, opinion and the specified behaviors on certain issues, phenomena, events and situation. According to Nunan (1992, p. 40), “the main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time”. Educational survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. In survey research, the researcher collects the data single time and it addresses the large group of population. Thus, sampling is the procedure of selecting of required number of sample which represents the whole group. It helps the researchers to collect the required number of population. The researcher can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random systematic, stratified cluster, convenience and purposive, etc. Survey data are collected through questionnaires, observation, interviews, etc. In this research work, Researcher basically used observation as a main tool in order to find out“Language used on Facebook Chat”. The findings of survey was generalized and applicable to the whole group.

Getting insights from Nunan (1992, p.141), Researcher concluded this summary by following the given procedures:

Step 1: Define objectives – What do we want to find out?

Step 2: Identify target population – What do we want to know about?

Step 3: Literature review – What have others said/discovered about the issues?

Step 4: Determine sample – How many subjects should be survey and how will identify these?

Step 5: Identify survey instruments – How the data will be collected:

Questionnaire/observation?

Step 6: Design survey procedures – How will the data collection actually be

Carried out?

Step 7: Identify analytical procedures – How will the data be assembled and

Analyzed?

Step 8: Determine reporting procedures – How will be written up and presented?

To conduct this study, Researcher defined objective because without objective our purpose of study won't be clear. After that she identified the target population, as my target population were linguistic landscape cases and I took data from face book users of students of English. Then, she selected the literature reviews, which was matched with my study to support her research. Then, she determined the sample size as my sample size are 15 cases of linguistic landscape and she used observation as a tool and she was closed with the students of English on face book or online chat and she did chat with them, had organized and analyzed data by coding and recoding them and carried out theme from those data. After that she presented findings conclusion and summary on the basis of analysis and interpretation of collected data.

From aforementioned definitions, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sector to obtain snapshot of conditions, attitudes and events at a single point of time.

3.2 Population, Sample and Sampling Strategy

The cases of online chat in facebook were the population. For this study, Researcher had select the 15 Facebook users as a sample size. She had applied purposive sampling designs.The sample from whom, she collected data were my close friends, classmates and also relatives. For this, she visited Facebook users personally in online, chat with them, from the date 02/11/2017 to 22/12/2017 and requested them to provide data and collected data from those Facebook users.

3.3 Research Tools

Observation tool was used for the required information. Researcher had intensively studied the Facebook communication using theobservation tool.

3.4 Sources of Data

In order to carry out this study, Researcher had used both primary and secondary data.

3.4.1. Primary Sources

15 cases of linguistic landscape in online chat were the primary sources of data of this study.

3.4.2 Secondary Sources

In additional to the primary sources of data, previously carried out researches and various articles, journals and websites were used as the secondary source for this study.

3.5 Data Collection Procedures

Researcher had visited her friends who use face book and request them to provide data. The researcher had collected the data from those friends who are students of English and usually use face book in their daily life for communication, also asked about their face book language and requested them to write the answer of the question related to the topic.

3.6 Data Analysis Procedures

After the collection of the data, the researcher had organized and analyzed data to come to the conclusion. Generally, the data from qualitative research and quantitative wereanalyzed using descriptive tools and using analytical tools. So,the data collected from the field were coded and the recoded. The theme were derived and they/cases of linguistic landscapes were analyzed descriptively, statically and thematically.

3.7 Ethical considerations

Ethical considerations are one of the most valuable ornaments that a researcher should follow while conducting her research work. As the research involved human beings as participants, before conducting of the study, the researcher took approval from the participants, who used facebook post or who talked frequently in the face book. After obtaining the approval the researcher invited participants, who are involved or who used face book post or chatting. Then researcher asked them to talk by writing on social media or through facebook and after that researcher handed them by asking participants information and statement. The researcher kept the statement or the responses of respondents' confidential one did not mention the real name of participants in the research. All the ideas generated in this research are the researcher's own except from the cited ones and tried her best to keep it safe from plagiarism.

CHAPTER: FOUR

ANALYSIS AND INTERPRETATION OF DATA

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

4.1 Word Shortening

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

Table 1

Word Shortening

SN	Shortening	Target Expression	Total No. of the Students	Context
1	*Abt*	About	7	B: have u heard any information *Abt* out planning? S: No, bharatji, could u tell me!
2	*Cu*	See you	6	S: ok than Pradeepji! We will talk next time ok. P: ok. *Cu* mam byeeeeeee
3	*Nt*	Not	9	S: how is your preparation exam going H: *Nt* so bad. Hope be gud.
4	*Gr8*	Great	7	S: what abt going to see film? S: that's *gr8* idea yar.
5	*Bcoz*	Because	6	H: Why doesnot u receive my phone di S: sorry!*Bcoz*I was in metting bro
6	*R*	Are	11	B: What's up! *R* u bussy? Where have u gone You there you there S: sorry;I went outside.
7	*Plz*	Please	6	B: I wait if u people not come then! S: we will go together ok.sure we will come. B: *Plz!* wait us ok

8	*U*	You	11	R:hi! What's up what's up S: Oh!hi,am fine and what's abt*u*
9	*Helo*	Hello	9	J: *Helo* mam How it going S: oh hi All is well jagdishji
10	*Gud day*	Good day	10	T: hav u take diner How study going S: going well. I am getting late for collz T: ok! Bye ,*Gud day*
11	*4rm*	From	11	L: when u returning back *4rm*pokhara S: umm after 2-3 days dear
12	*2moro*	Tomorrow	9	S: Tomorrow principle le call garne re S: ok I understood. Donot worry we will meet *2moro.*
13	*N*	And	12	K: have u done homework? S: oh. Yes. K: *N* what r u doing now?
14	*Nthing*	Nothing	9	B: how the days r going mam S: *Nthing* only siting eating.

As mentioned above, out of 15 students maximum of them used casual shortening forms like *Abt, Cu, Nt, Gr8, Bcoz, R, Plz, U, Helo, Gud day, 4rm, 2moro, N, Nthing f9, wz, wlcm, w8, thnx, pic.* These forms were found more common and used by the majority of the users on online chatting in messenger.The problem is concerning abbreviations, this is the most occurring mistakes, students use abbreviations in their writings as they use it in chat rooms or we can say in messenger while chatting. In addition, abbreviations are a signals of informality and act of shortening words.Most of the student users were used shortening words in their formal writing, so student users face problems in their writing due to the overuse of chatting. Students overlaps their spelling, the use of abbreviations, the lack of punctuation, which is a mistake that is observed in their writing whether in class work or in examination, these mistakes leads to the students' academic writing into weak level.

4.2 Word Reduplication

Reduplication refers to the recurrence of the same word or part of the 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 2

Word Reduplication

SN	Words	No. of Students	Context
1	*Hi hi*	10	S: *hi hi.* How r u sister S: oh halo gud and yours
2	*Hallo hallo*	11	J: halo S: k J: *halo halo* how r u Fine and urs
3	*Byeeeeeeeee*	13	P: ok, we will talk in another day S: ok cu mam *Byeeeeeee*
4	*You there you there*	9	B: oh hi Hello Where u r? *you there you there* S: oh hi Soryfrdat I went outside. So
5	*Whats up whats up*	10	S: why u r not in study. *What's up what's up* H: nthing but little bit head ache

The above mentioned table shows that out of total 15 users majority of them used Hi, hi in their conversation in online chatting. Similarly, then another words used by them were *Hallo hallo, Byeeeeeeeee, You there you there, Whats up whats up*on online chatting. These forms were found more common and used by the majority of the users on online chatting in messenger. From their chatting texts, one can observe that students have a problem in using punctuation marks, and this is a common mistake. Punctuation is very important in formal writing , due to it, readers can understand better .Frequent mistakes of punctuation in chatting communication, which are found in

students texts are : the exaggeration in the use of semicolons (;) and full stops (.) , the misuse of comma (,) like the unnecessary comma between compound elements .Another interesting feature that was found in students texts is capitalization . Capitalization is also a common mistakes, the standard capitalization is not found at the beginning of the sentence, or after a full stop in their writing, like *hi hey????, f9 u!!!!*.In my view, it might happen because whatever and however the way they talked, no matters in online chatting. It only matters in the case of interpretation or we can say negotiation of meaning. Understanding plays main role rather than structure and organizations of sentences.

4.3Erroneous utterances

For the analysis of the English language used by the students in their online communication, the erroneous sentences are analyzed in the table. They are categorized into three main categories in different level 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 phrasal level analysis is based on word order. Similarly, in the word level analysis is based on what extend the lexeme used is appropriate grammatically and contextually.

4.3.1 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 in the table 3.

Table 3

Use inSentence Level

	Correct sentence	**Context**	**Acceptable sentence**	**Context**	**Incorrect sentence**	**Context**	**Total**
Structural point of view	No.	What is going on? We are going to take part in volleyball competition.	No.	How you doing now? You like this He coming soon come there tomorrow	No.	He go They coming People knows What happening you	No.
	20	Are you looking decision from my side. He is a binita'sboy friend.	80		30	Asking me or him	130
Communicative point of view	40	Hello Nira! How are you? Hi there! what's going on? Oh! hi how are you ?	70	You fine, there? I don't believe. Have you heard? Won the shild	20	You come to my house(impolite to the seniors) Would you mind to go with me(more polite to the seniors)	130

From the above mentioned table, it displays the competence level performance of the users from the functional point of view. It shows that their English is far better in meaning aspects in comparison to structural aspects.

The table shows that 20 out of 130 sentences were correct from the structural point of view whereas 40 out of 130 sentences were correct from functional point of view. And out of 80, 70 sentences were acceptable from both in grammatical and functional aspect respectively and similarly 30 out of 130 sentences were incorrect from structural point of view and 20 sentences out of 130 sentences were incorrect from communicative point of view. These forms were found more common and used by the majority of the users on online chatting in messenger. While analyzing those text what I came to think was

these mistakes are usual and frequent because of the overuse of chat that affects their writings. It creates the environment to welcome different types of mistakes in their lives like; spelling mistakes, punctuation mistake, and the use of the abbreviations, capitalization mistakes and also sometimes structural mistakes.

4.3.2 Word Level Analysis

The error 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 4

Use in Word Level

Aspects	Isolation	Context	In connected speech	Context	Total
	No		No		200
Word use	75	*Com* (come) *Gr8* (great) *2night* (tonight) *4u* (for you) *4rm* village (from village)	125	*Com*to my room and we discuss about the assignment ok! I am *8* school gate. Party is *2night*. Donot forget to *com*….	

The above mentioned table displays that 200 erroneous words, out of which 75 were found erroneous in isolation and 125 in connected speech. It shows that these forms were found more common and used by the majority of the users on online chatting in messenger. When I asked with them at that time they

answered me that they have to talk too much matters in short time no matters they were in hurry or not but they try to communicate as fast as possible and it does not have rules itself like as academic writing that writing should be systematic and organized.From these text, it is clear that chatters use excessively these new signs of communication (abbreviations, wrong spelling, numbers instead of letters, etc), which are considered for them as an effective tool to save time and avoid boredom. Thus they believed that sentence structure is not important when chatting, unlike the importance of sending precise messages. And sometimes students face the problem of forgetting how to spell some words, that is why they use shortcutting instead of correct words.

4.4. 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 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.

4.4.1 Tense

The language is categorized in terms of aspectsof 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 into three tenses i.e. present, past, and future. This is obvious from the table 5:

Table 5

Language in Terms of Tense

	Tense						Total
Aspect	Present	Context	Past	Context	Future	Context	
Progressive	No.	We are not playing football. Why r u being angry?	No.	U were working hard. I was watching T.V.	No.	I will B playing. Will they B watching?	130
	20	When are u starting ur new job?	50	Were u being silly?	60	He will not be playing.	
							130
Perfective	30	They hav gone home. Have u finished? We hav't played football.	40	I had finished my work. Had u arrived? Had u eaten dinner?	60	I will have finish. Will u have arrived? U will have forgotten.	

The above mentioned table shows that out of 130 sentences 60 sentences were incorrect in the structures of the future tense, like *I will B playing, Will they B watching?, He will not be playing.* 50 were incorrect in the past tense like *U were working hard, I was watching T.V, Were u being silly?* and 20 were incorrect in present tense structures like*We are not playing football. Why r u being angry? When are u starting ur new job?*

Similarly, in perfective aspects 60 sentences were in wrong structure in the future tense like *I will have finish, Will u have arrived?, U will have forgotten.* 40 and 30 structures were wrong in the past and present tense like*I had finished my work, Had u arrived?, Had u eaten dinner? They hav gone home, Have u finished?, We hav't played football* respectively.It shows that these forms were found more common and used by the majority of the users on online chatting in messenger.

4.4.2. 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 by classifying into two categories i.e. subject verb agreement with plural subjects and subject verb agreement with singular subjects. There were several erroneous sentences from subject verb agreement with plural subject than the erroneous out of sentences from subject verb agreement with singular subjects.

Table 6

Language in Terms Of Subject Verb Agreement

<table>
<tr><td rowspan="3">Erroneous structure</td><td>Singular Subject</td><td>Context</td><td>Plural subject</td><td>Context</td></tr>
<tr><td>No.</td><td rowspan="2">I was there in the meeting.

She were playing.
He teach English.
Where does u work?</td><td>No.</td><td rowspan="2">We was playing.
You does work.
Do he realize?
Does u finished homework.</td></tr>
<tr><td>50</td><td>80</td></tr>
<tr><td>Total</td><td colspan="4">130</td></tr>
</table>

The above given table shows that 50 sentences were erroneous out of total 130 sentences in subject verb agreement with singular subject like as*I was there in the meeting, She were playing, He teach English, Where does u work?*Similarly, 80 out of 80 were erroneous from subject verb agreement with plural subject like as *We was playing, You does work, Do he realize?, Does u finished homework.*This conversation suggested that the discourse is not formal, it an informal conversation between two students on face book messenger. It is fast and synchronous communication, in a free space where chatters may communicate fluently without any supervision and hesitation of neither structure nor grammar and so on. Linguistically, it is noticed from this short online conversation that it is a synchronous communication, and chatters use shortcutting words, and the overuse of abbreviations and including numbers in their writings and no hesitation of structure while chatting. The

writing was very apparent.It shown that these forms were found more common and used by the majority of the users on online chatting in messenger.

4.4.3. Auxiliary Verb

The students were capable in the use auxiliary verb. The problem didn't appeared whenthey 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 shown in table below.

Table7

Language in Terms of Auxiliary Verb

Auxiliary	**Modal aux (Context)**	**General aux(Context)**
	You should consult the doctor for your problem. May I came to *ur* room Can I talk *2 u* for few minutes?	He will *ntb*playing. I will *hav* finish. Will *u* have arrived? *U* will have forgotten.

From the above mentioned table,this table displays that in case of modal auxiliary verb like as *You should consult the doctor for your problem, May I came to ur room, Can I talk 2 u for few minutes.* Similarly, in case of general auxiliary verb like as *He will nt b playing, I will hav finish, Will u have arrived?, U will have forgotten.* They well understood or I can say that they know about the modal auxiliary verb and general auxiliary verb very well when I asked with them.It shows that they had knowledge and they easily

discriminated between the modal auxiliary verb and general auxiliary verb on online chatting in messenger.

4.5 Syntactic Features

Syntactic features in this study included 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;

4.5.1 Grammatically Incomplete Sentences

Some sentences in our communication are used grammatically incomplete.it is more common in spoken form than written form. Incase of online chatting, student used sentences grammatically incorrect. Which is presented in the following table:

Table 8

Use of Grammatically incomplete sentences

Seriousness of use	No.	Context
More serious	7	I will have finish. I had finish my work. We are play not football. You will have forget.
Less serious	8	When u are starting*ur* new job? They *hav* gone home. Have u finished?
Total	15	

The above mentioned table shows that out of total 15 respondents, 10 used sentences more serious from grammatical perspectives like the sentences ; *I will have finish, I had finish my work,* We are play not football, You will have forget. But only 5 students used less serious sentences like, *When u are starting ur new job?, they hav gone home, have u finished?,*The majority of the students

committedmore serious mistake from grammatical perspectives.It shows that these forms were found more common and used by the majority of the users on online chatting in messenger. They don't pay seriously attention while chatting with their friends or others whatever they liked and whatever they thought they wrote in their chatting. They do not pay attention of whether they had done grammatical or semantic mistakes or not because there is no hard and fast rule and don't need to correct those grammatically mistakes sentences while doing chatting.

4.5.2 Active Structure

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

Table 9

Use of Active Structure

Structure	No.	Context
Active	12	You have eaten mine. They have gone home. We were not joking. They played football. I were watching T.V.
Passive	3	The party was arranged by her. Hari was being reading. She was being playing.
Total	15	

The above mentioned table displays that 12 students out of 15 students used active from of language whereas just 3 students used passive structure on the online chatting. The majority of the students used active form of language like as, *You have eaten mine, They have gone home, We were not joking, They*

played football, I were watching T.V. and the minority use limited passive sentences like *The party was arranged by her, Hari was being reading, She was being playing.*Most of the students or we can say people used to chat by using active sentences instead of passive one. It shows that these forms were found more common and used by the majority of the users on online chatting in messenger.

4.5.3 Statement Question

Among various types of questions, statement question is also commonly used in conversation.in 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 10

Use of Statement Question

Question type	No.	Context
Wh question	4	When are *u* startur new job? Where does *u* work? Why are *u* be angry?
Yes no question	3	Have *u* finished? Will they be watching? Were *u* being silly?
Statement question	8	Go there? *U* broke the glass? *U* topped the class?
Total	15	

The above mentioned table shows that out of total 15 students 8 used statement type question on their chatting like *When are u start ur new job?, Where does u work?,Why are u be angry?.* In contrast to statement question, only 4 student used Wh-questions like *Have u finished?, Will they be watching?, Were u being silly?.*Similarly, 3 students out of 15 used yes-no question like *Go there?, U*

broke the glass?, U topped the class?. The majority of the users used statement type's questions while using language on online chatting in messenger. They thought may be statement type question easy that may be the reason.

4.5.4 Deletion of Subject

Generally speaking, verb is obligatory part of sentences, sometimes users do not hesitate to delete subject or object of the sentence, incase of online chatting, student,generally delete subjects of the sentences while chatting. This is clearly presented in the table below.

Table 11

Use Deletion of Subject

Deletion/ occurrence	**No.**	**Context**
Deletion of subject	12	Has money? Come to Know me? Cooking food? Won the shild?
Occurrence of subject	3	I was watching T.V. We were not joking. They *hav* done homework.
Total	15	

The above mentioned table displays that out of total 15 students, 12 deleted the subject of the sentences while taking part in online chatting like as *Has money?,Come to Know me?, Cooking food?, Won the shild?*But only 3, students used subjects of the sentences like, *I was watching T.V., We were not joking, They hav done homework.*Majority of them did not mention subject in sentences while chatting because they were in hurry and they had to talk maximum matters within few seconds and they wrote sentences but deletion of subject because they thought it did not matters grammatically but only intelligibility matters in online chatting. So it happens so,this shows that most

of the users deleted their subjects on online chatting. It shows that these forms were found more common and used by the majority of the users on online chatting in messenger.

4.5.5 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 in 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 12

Use of Erroneous Verb Form

Person	Singular	Context	Plural	Context
	No.		No.	
First	2	I *hav* a ball. I am waiting you *com* fast	4	We *r* going *u* com later ok We hav finished Homework.
Second	3	*U* people is bad *4mi.* Is *u* look for decision from my side.	7	Is *u* lookfor decision from my side.
Third	10	He *com* with Binita. She talk with	4	They *r*playing football
Total	15		15	

The above table shows that out of total 15 students, 10 used ill verb form with third person singular like as *He com with Binita, She talk with.*But just 3 students used ill verb form while using it with second person singular like *U people is bad 4 mi*, *Is u look for decision from my side* and likewise 2 students used ill verb form while using it with third person singular verb form on their online chatting like *I hav a ball, I am waiting you com fast.*

In contrast to singular, the verb form used with plural was more problematic. In this regards, out of 15 students, 7 used wrong verb form with second person plural like Is u look for decision from my side. but 4-4 students used ill form of verb with first person plural and third person plural like We r going u com later ok, We hav finished Homework and They r playing football. Most of the students used wrong verb for with third person singular and second person singular when they used online chatting in messenger.

4.6 Functional Use of Language

Language means communication. The main purpose of language is to communicate. Human beings share their experiences, feeling, and 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.

4.6.1 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 table 13.

Table 13

Use of Socializing

Form	Greeting	Context	Farewell	Context	Apologizing	Context	Congratulating	Context	Thanking	Context
	No.		No.		No		No		No.	
Well form	4	Hi, how are *u?* Oh hello, how are you? Oh hello where are you?	3	Have a good day. Have a sweet dreams. ok bye see you	5	I am sorry. Sorry for doing that. Later back, I realized myself dear.	3	Fantastic! Nice one. Well done! Congratulations for grand success.	2	Thank you for your help. Thanks, yar. Thank you very much.Thanks.
Ill form	11	*Hi, u r Hu r u Fine 2 and u*	12	*Oke, byeeeeeee Cu tomorrow,by*	10	*Surivanyasunina s Ekskusmi.*	12	*Wel don. Nice1. It waz gr8 2 hear.*	13	*Thank u. Thanzs.*

				Have a gudngt.						
Total	15		15		15		15		15	

The above mentioned table displays that out of 15 students just 4 students used greeting functions in correct form like Hi, how are u?, Oh hello, how are you?, Oh hello where are you?. Whereas 11students used ill formed sentences in greeting functions of language like Hi, u r, Hu r u, Fine 2 and u Similarly, just 3 student's used farewell in right form likeHave a good day, Have a sweet dreams, ok bye see you but 12 students makes mistakes while using farewell functions of language like *Oke, byeeeeeee, Cu tomorrow,by, Have a gudngt*Likewise out of total 15 students, only 5 students used well form language in their chatting while using apologizing functions of language like*I am sorry, Sorry for doing that, Later back, I realized myself dear,* in contrast to well form the number of ill form users were 10 out of 15 total students. They said this type of sentences like*Surivanyasuninas, Ekskusmi.*Regarding the use of congratulating functions of language, 3 students produced well form sentences like *Fantastic!, Nice one, Well done!, Congratulations for grand success.* But 12 students produced out ill formed sentences like *Wel don, Nice1, It waz gr8 2 hear.*In the same way, 2 students out of 15 students used well form language like *Thank you for your help, Thanks, yar,Thank you very much, Thanks*whereas 13 students used ill formed of language in thanking functions of language like*Thank u, Thanzs* in online chatting in messenger.

4.6.2 Making a Query

Language uses means taking part in communication. In a communication, there is questions and answer. Question helps the users to get information, facts,feeling, idea, and so on. This includes the sub functions of language such as asking information, checking understanding, asking to repeat and seeking confirmations.

Table 14

Use of Making a Query

Form	Asking information	Context	Checking understanding	Context	Seeking confirmation	Context	Asking to repeat	Context
	No.	Do you know? Got any idea about?	No.	Is it ok? Is it clear?	No.	You are a teacher, aren't you?	No.	Excuseme! ???(pardon/what)
Well form	3	Would u mind telling me when you are going?	6	Do you understand what I mean?	8	Are you sure? Are you sure we won't get in trouble	5	Tell me again, yar
Ill form	12	Do *u* know? Could *u* told me bit more about it.		*R u ok*? Did *u* get *mi* point.	7	*R u* sure? *R u* sure about it.	10	*Excu sme.* Agai n. What mean *u?*
Total	15		15		15		15	

The above mentioned table shows that out of total 15 students, in asking information type functions 3 students used well form language like *Do you know?, Got any idea about?, Would u mind telling me when you are going?* But 12 students used ill formed of language in asking information like Do u know?, Could u told me bit more about it. Similarly out of total 15 students 6 students used well form sentences like *Is it ok?, Is it clear?, Do you understand what I mean?* whereas 9 students used ill formed sentences while checking understanding of the conversation counterpart like *They are R u ok?, Did u get mi point.* Likewise in case of asking to repeat 5 students used well form

language like *Excuseme!, ???(pardon/what), Tell me again, yar*. But 10 students out of 15 used ill formed language while asking to repeat on online chatting like *Excusme, Again, What mean u?, Similarly* seeking confirmation out of total 15 students, 8 students used well form language like *You are a teacher, aren't you?, Are you sure?, Are you sure we won't get in trouble.* The majority of the students used ill formed language while using making query functions of language.

4.6.3 Getting Things Done

This is another important language functions by which people make other do things. In our study this includes requesting, ordering, encouraging, advising. This is presented in table 15.

Table 15

Use of getting Things Done

Responses	Requesting	Context	Ordering	Context	Encouraging	Context	Advising	Context
	No.	Please talk to him ,ok! May I call you?	No.	Do you mind waiting there, near pangadobato.	No.	Keep it up!iam with you.	No.	I advise you to talk with your best friend and cancel the misunderstandi ng. I thing you should consult the doctor. I think you ought to take rest.
Well formed	7	Could you mind to send me sample of your homework.	6	I told you,Stop this matter here. Be quiet! Go to the hospital ok to check up your health.	4	You are doing great man. Go on you will get success.	3	
Ill formed	8	*Plz help me.* *Try 2 understand mi.* *Can I clear u dat matter.*	9	*You go should first.* *Will u go out.* *B quiet yardonot talk tomuch about that.*	11	*Kip it up, u r doing gud.* *U r doing great. Do like this man.*	12	*I think u hav 2 talk with him.* *I think u hav 2 take rest for while.*
Total	15		15		15		15	

The above table shows that out of 15 students 7 used well form but 8 students used ill formed sentences while making request function in language. Similarly, while making ordering function of language, 6 students used well form language. But 9 students used ill formed expression. In the same manner, while encouraging others, out of total 15 students, 4 students used well form type of sentences. But 11 used ill formed sentences while making encouraging function of language. Likewise, 3 students used well form sentences while advising people on online chatting whereas 12 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.

4.7 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 16

Use of Code Switching

Type	No.	Context
First language interference	10	*U jane ho* *Ma ta* with dad and mom. No idea for assignment. Movie watching *ko plan ho.*
Numerical Inclusion	5	*4u (*for you) *4rm* village I am *8* school gate. The party is *2night.* Do not forget
Total	15	

The above mentioned table shows that out of total 15 students, 10 switched code from English to Nepali like the sentences *U jane ho, Ma ta with dad and mom, No idea for assignment, Movie watching ko plan ho*. Similarly, 5 students

included numbers while using online chatting like*4u (for you), 4rm village, I am 8 school gate, The party is 2night, Do not forget. However, Code switching* has both educational benefits and drawbacks. Positively, it increases learner participation and lesson comprehension. Negatively, it does not contribute to developing the learners' proficiency and confidence in speaking English.Code-Switching and Code-Mixing influence student's failure to learn English language, creates lack of confidence in speaking, limit students practice in speaking English language, retarded the ability of students to master English language and fail to understand and master English language.The majority of the students used first language while chatting in English on online chatting in messenger.

4.8 Sign/symbol System

Various signs are used in communication. A smiley face comes under sign system, which is ordinary keyboard characters used in text-based communications to represent a human facial expression. The smiley face is used to convey emotion, facial expressions when we communicate with people face-to-face. Despite its simplicity, it helps others to correctly interpret your intent and meaning in online conversations. A smiley face may also be called a text smiley, smiley or emoticon. 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, weeping, insulting and so on.

4.9 Researcher's Perspective about Online Chatting

Various innovations and instruments such as radio, TV, telephone and so on improved the ways of communication. Due to that human styles of talking with each other has also been changing. 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 impacts. Facebook or online chat is one of the means for connecting with the people around the world. It allows us to see newsfeed, post

photos, videos and status. But the language they use on face book differs from the standard language which ultimately hinders in students learning. Since the students are the active users of face book, they happen to use the language that is suitable and easy for their communication. We know that the language of face book or language of communication on face book does not match with the standard language. Students or learners use short forms, ellipsis, ungrammatical sentences and informal sentences in face book or social sites which lead to grammatical mistake. It badly hampers in student's academic writing or areas because of the trends or habits of using those short forms, ungrammatical sentences and informal languages. They use those things in academic writing and it creates problems in academic teaching and learning. For example Ellipsis like am student u instead of I am student and what about you? Sameway, repletion in word like byeeeeee, Hiiiiiiii and lack of punctuation marks in sentences and others.

This type of use of language on face book eventually leads to hindrance in language learning. So, it is necessary to study the language use on face book which will help to take the necessary steps for further improvement. Regarding the academic use of English, many students use grammatically and functionally incorrect language. The standard of English has been negatively affected because of the trend of online chatting. Students happen to commit mistake. Some people believe online chatting develops communicative efficiency of the students but it also indicates the lack of linguistic knowledge of students. Due to the excessive use of internet and chatting, students develop deviated form of English subconsciously. Even in the exam paper or test items, they use broken form of languages. So, it creates problems in their language learning. Students only used major class words and shortening and abbreviation type of word. Furthermore, online chatting encourages students in code switching which directly or indirectly deviates the academic writing of the students.

CHAPTER: FIVE

FINDINGS, CONCLUSIONAND RECOMMENDATIONS

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

5.1 Summary of the Findings

The study has presented the following major findings of online chatting:

i. Majority (10 out of 15) 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 mistake 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 maximum (11out of 15) students committed more serious mistakes.
viii. It was found that more than eighty percent (12 out of 15) students used active structure of language.
ix. Majority (10 out of 15) students used statement question in online chatting.
x. It was found that eighty percent (12 out of 15) students deleted subjects in the sentences.
xi. It was found that ninety percent (13 out of 15) students committed mistake while serving thanking function of language.

xii. Majority (11 out of 15) students did not use correct form of language for serving requesting function of language.

xiii. It was found that appropriately sixty percent (9 out of 15) 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. It was found that deviated form of language was used in face book to make it more economic of time, shortening and easy.

xv. It was found that some integral parts were omitted and wrong or unnecessary components were used in face book language

xvi. Considerable number of students used sign or symbols on online chatting.

5.2 Conclusion

Social network sites are modern technological means of communication invented due to the demand of the time. Because of the influence of these sites the whole world became a small village of globalization. People from the different parts of the world can communicate and share their different interests through computer mediated communication. Moreover, computer mediated communicationis more helpful to exchange information, texts, images audios and videos. It also includes e-mail, network communication, instant messaging, and text messaging distance learning, internet forums, online shopping, distribution list news group, bulletin boards and videoconferencing. It is a way of communication with each other, with new forms of language, customs and norms. Therefore, every human being should be familiar with the language of face book.

Though the findings of the research cannot be generalized for every individual's language used in tweets, it can certainly show the recent trend of the language used on computer mediated language or face book. However, it is suitable to generalize the finding to the whole face book users and face book language in general.

After conducting a survey research on **Language Used In Facebook Chat.** Researcher came to draw the conclusion of this research in this way that this study entitled “Language Used In Facebook Chat” aims to analyze the language used on online chatting in terms of linguistic, functional and sign system, code mixing related features of the language. The researcher used purposive non random sampling method and collected data from 15 students and analyzed those data using simple analytical tools. The chief finding of the research was that the student used grammatically and functionally ill formed expressions of English language on online chatting such as most of the students used shortening and abbreviated form of words on their use of English language on online chatting.

5.3Recommendations

On the basis of the finding of the research, Researcher had made the following pedagogical implication for the policy level, practice level and further research:

5.3.1 Policy Level

i. The students should be made clear and familiar regarding the distinctions between the language of face book and the language of other ordinary letters.

ii. The curriculum and syllabus designers, policy makers and other stakeholders should be familiar with the linguistic innovation in face book language (shortening use of words and sentences, use of incomplete sentences, deletion of subject and so on). So that it can be addressed easily.

5.3.2 Practice Level

i. Both students and teachers should be conscious about the negative side of chatting and the negative impact of its new language on the formal academic English.

ii. Teachers should be strict in correcting students’ mistakes mainly taking into consideration those appeared due to the over use of chat language.

iii. Learners should be aware of the appropriate setting of using formal writing and the appropriate one to use the informal writing (the language of chat)

iv. Students also should care about the language used in the academic setting, avoid the abbreviated language that is coming more and more into nowadays use, especially among the younger generation.

5.3.3 Further Research Level

i. This study is limited to linguistic landscape in face book: an analysis of language use on online chat. Similarly other areas can be investigated.

ii. This study was carried out without taking users oral views. So, further researchers are suggested to carry out the research by taking oral views too.

iii. Other researchers can carry out a contrastive study in the language of face book composed in their native language and English language.

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Appendix 1

Consent letter

This consent letter is related to the ethical aspect and is equally important to maintain privacy. The privacy in chat communicationis highly taken into consideration while using it in this research study entitled**'Language Used In Facebook Chat'**.Under the supervision of **Mr. Ashok Sapkota,** Teaching Assistant, Department of English Education, T.U., Kirtipur. Your co-operation and support will be great value to me. I assure you that I will maintain your privacy in conversation and use it mainly ethics of human relation. Please feel free to express your conversation while chatting in facebook. I assure you that the chatting made by you will be exclusivelyused only for the research study and will not be disclosed for any other purpose.

Name	**Signature**
Ram (pseudo name)	
Hari (pseudo name)	
Subash (pseudo name)	
Lata (pseudo name)	
Bharat (pseudo name)	
Pradip (pseudo name)	
Sarita (pseudo name)	
Hira (pseudo name)	
Jagadish (pseudo name)	
Sarmila (pseudo name)	
Roshan (pseudo name)	
Roman (pseudo name)	
Kiran (pseudo name)	
Karuna (pseudo name)	

Appendix2

B: oh hi

Hello

Where u r? you there you there

S: oh hi

Soryfr dat. I went outside so

B: have u heard any information Abt out planning?

S: No, bharatji, could u tell me!

B: we are going to take part in volleyball competition.

S: dat’s gr8

B: what your group abt

S: we are not playing volleyball

B: you like this, come thertomoro. how the days r going mam

S: Nthing only siting eating.

B:Have a gudngt. byeeeeeeeee

Appendix 3

P: mam ,gudmrng

S: oh morning. how are you?

P: f9 mam. what is going on?

S: how is your preprsion going on?

P: nt so bad

S: It was gr8 2 hear

why are you not in study in now?

P: felingbor

S: go and study. Be sincere with it.

P: come to my room and we discuss abt the assignment ok!

ok than Pradeepji! We will talk next time ok.

P: ok. Cu mam byeeeeeeee

Appendix 4

H: halo

S: k

H: halo halo how r u

S:Fine and urs. how is your preparation exam going

H: Nt so bad. Hope be gud. What’s up! R u bussy?

Where have u gone. You there you there

S: sorry. went outside.

Fantastic . nice one

H: Why doesnot u receive my phone di

S: sorry! Bcoz I was in metting bro

H: could you mind to send me sample of your homework.

S: B quiet yardonot talk tomuchabt that

H: plz help mi. Try 2 understand mi.

Appendix 5

S: hi, how are u?

S: Fine 2 and u

S: Would you mind telling me when you are going?

S: um… no idea. Is it ok?

S: what abt going to see film?

S: that's gr8 idea yar. Movie watching ko plan ho.

Is u look decision from my side.

S : do you understand what I mean? Is it clear

S: Do you mind waiting there, near pangadobato.

S: if u not com. U people is bad for mi.

Appendix 6

S: When are u start ur new job?

why u r not in study. What’s up what’s up

Where does u work?

H: nthing but little bit head ache

S:You should consult the doctor for your problem,

go to the hospital ok to check up your health.

H: R u sure about it.

S: ??????. I think u have 2 take rest for while.

H: I advise you to talk with your best friend and cancel the misunderstanding.

S: Are u sure? We wonot get in trouble.

H: Go on you will get success.

Appendix 7

J: Helo

How it going

S: oh hi

All is well jagdishji

J: hav u take diner How study going

when u returning back 4rm pokhara

S: umm after 2-3 days

J: Tomorrow principle le call garne re

S: ok I understood. Donot worry we will meet 2moro.

J: No idea for assignment. have u done homework?

S: oh. Yes.

J: N what r u doing now? Please talk to him ok!

S: you are a teacher, arenot you?

What mean u.

Appendix 8

L: hi hi? How r u!!!!

S: fine and your…

L: me 2 f9

S: what's going on?

L: nothng.

When u returning back 4rm pokhara.

S: umm. After 2-3 days dear!!!!!

L: after 2-3 days,

Will u have arrived?

May I come to ur room

S: sure!!!!!!

Has money?

L: I am waiting you com fast

S: ok, byeeee!!!!!!

Cu…….

L: same 2 u….