CHAPTER ONE

INTRODUCTION

1.1 General Background

Communication is a process of transmitting and interchanging ideas, thoughts, information from one person to another or one place to another. Language is the most powerful convenient and effective means of human communication through which we express or share our feelings, beliefs, emotions and desires to other persons. Language gives identity to every human being because it is species specific. It means only human being can possess language as their mind is genetically equipped with LAD and biologically transmitted within it. Many psycholinguists have done experiments in animals regarding language learning but their experiments did not work well though some of the animals utter a few words but they do not learn what their utterances mean. Therefore, we can say that no animal can acquire language as human beings do because of its complex structure and their physical inadequacies. Without language no human being can survive in the world. And what ever development is there in different sectors in the world, it is due to that very language. Language is not only a means of communicating information about any subject matter but also one of the important means of establishing, maintaining and even terminating relationship with other people.

Stressing language as purely human communication Sapir (1978) says, "Language is purely human and non instinctive method of communicating ideas, emoticons and desires by means of a system of voluntarily produced symbols" (p.8). Similarly, opining language as only human asset, Richards et al. (1985) say, "Language is the system of human communication by means of a structured arrangement of sounds to form larger units, e.g. morphemes,

words, sentences, etc" (p.153).Similarly, Trudgill (1985) says, "Language is not simply a means of communicating information about the weather, or any other subject. It is also a very important means of establishing and maintaining relationships with other people " (p.13).

According to Crystal (2003), "Language is a French terms introduced by Ferdinand de Saussure to refer to the human biological faculty of speech. It is distinguished in his approach from language, the language system of a speech community" (p. 255).

After analysis the definitions of language given by different scholars, we can say that it is a powerful weapon used as a means of communication. It is language which gives our identity in the society and we can recognize any person in which social class or geographical area he belongs to.

The development of information technology and its use in this 21st century in most parts of the world cannot be ignored, and the advent and global use of computer-mediated communication (CMC) has resulted in the emergence of new kind of language as seen in e-mails, chat rooms, and text messages which is used to communicate across different geographical border. These are the latest development of electronic communication. Electronic communication creates a new form of many-to-many communications that let geographically distributed groups communicate interactively and simultaneously through text, sound and video. Many organizations are using electronic communications facilities, such as the World Wide Web (WWW), as internal communication tools to enhance team work. Many individuals at different locations can work on the same documents, hold meetings and integrate research findings.

Crystal (2001) prefers to use the term 'Netspeak' to describe the new kind of electronic language used in CMC. The growth of computer mediated

communication (CMC) around the world has brought with its changes in how language is used, including faster composition and reading of texts, and diffusion or oral discourse features into written language. Communication habits have changed because of these two modes of CMC: synchronous (web chat and instant messaging), and asynchronous (e-mail and short messaging service). And different variants of languages, customs, and norms have developed in different parts of the world because of the influence of e-mail, web chat, instant messaging, and text messaging. Every youngster has their own slang and now the electronic communication has its own version of language. Such languages lack punctuation, capitalization, and in some cases, even grammar and spelling. It means the language used in electronic communication is more informal though sometimes formal languages are also seen depending upon the situation. Similarly, different types of abbreviations and emoticons (smileys) are also frequently used in electronic communications. The abbreviated forms used in online communication make us to be familiar with different culture of the world. If we do not know the meaning of such abbreviations, it generally indicates that we are not well-known with that very culture. Similarly, the emoticons such as :-) (happy), :-)) (very happy), :-))) (very very happy) used in online conversations are one of the ways of recreating a real life conversation.

Computer mediated communication offers bountiful opportunities for its users. Some of the facilities are given below:

a. Internet

Internet is an association of computer networks with common standards which enable messages to be sent from any host on one network to any host on any other. It is now the world's largest computer network. Internet is also known as cyberspace, the information superhighway, the online community, the

electronic library, and the digital revolution. It is the most significant development in communication tools. It is a network people and information linked together by telephone lines which are connected to computers. Since the internet has taken off, there have been many changes to our lives. We can exchange the information through e-mail, voice chat, etc. and we get much information if we have access to internet. Thus, electronic mail, web chat, instant messaging and text messaging are frequently used medium of communication using internet.

b. Electronic Mail (E-mail)

E-mail is the most widely used features of the internet. It is the use of computer systems to transfer messages between individual users. It allows easy access of communication to people all over the world. Being the most frequently used application of the internet, messages are usually stored centrally until accessed by the recipient.

c. Instant Messaging

Instant messaging is a type of e-mail which informs the recipient the moment it arrives at a computer (instead of being left in an inbox to be discovered later), and thus permits rapid dialogue exchanges. The application which enables this to happen is an instant messenger.

d. Web Chat

Web chat is a popular way to communicate in real time instantaneously. Whatever we type into a chat program is immediately visible to the other participants on their computers. Anyone can chat to strangers from around the world who share the common hobbies or interests or even arrange to meet family or friends for a virtual reunion. Thus, we can say that most chats take

place real time (they are synchronous), but it is possible to carry on a conversation in an asynchronous way, where the message are stored for later scrutiny, as with bulletin boards and mailing lists.

Introduction to Text Messages

Text messaging or texting is a colloquial term referring to the exchange of brief written messages between mobile phones, over cellular networks. While the term most often refers to messages sent using the Short Messages Services (SMS), it has been extended to include messages containing image, video and sound content, such as MMS (Multi-media Messaging Service) message. Individual messages are referred to as "text messages" or "texts". In other words text messaging is a mobile phone service that enables a user to send short written messages to other mobile users. The service uses the control channels, which allow a message, arrive while a voice call is in progress.

The technical properties of SMS define its communicative possibilities. One SMS message can contain up to 140 bytes (1, 120 bits) of data. If characters (letter, punctuation marks, etc) are encoded with 7 bits, as is usual for the Latin alphabet, then the maximum size of the message is 160 characters. If more complex symbols are to be represented (as in Chinese or Japanese writing), then a 16 bit Unicode encoding has to be used, and that reduces the size of the message to 70 characters. Beside text, an enhanced SMS system can also carry other kinds of data, such as ring tone, logos, and animations. It is even possible to send longer messages, using a system called 'concatenated SMS' which breaks a long message down into smaller chunks, sending them in sequence though not all wireless devices support it. MMS offers more ambitious options, including the transmission of photographs, sound files, video, and graphics, as well as longer messages.

Short messaging, short mail, SMSing, person-to-person messaging, mobile messaging, wireless messaging, text messaging, texting, txtng . . . whatever we call it, it is evidently here to stay. It is available on other systems, too, such as the Japanese Do Co Mo i-mode service and the iphone. So if it is causing problems, we need to be able to manage them. And if it is providing benefits, we need to know how to build on them. The surprising thing, for such a global phenomenon, is that so little reliable information about the language of texting has become public knowledge. Psychologists, sociologist, health specialist, journalists, and educators have had plenty to say, but hardly any reports provide detail of what exactly happens to language when people create texts. As a result, a huge popular mythology has grown up, in which exaggerated and distorted accounts of what youngsters are believed to do when the text has fuelled prophecies of impending linguistic disaster.

The popular belief is that texting has evolved as a twenty first-century phenomenon, as a highly distinctive graphic style, full of abbreviations and deviant uses of language, used by a young generation that does not care about standards. There is widely voiced concern that the practice is fostering a decline in literacy. And some even think it is harming language as a whole. But all these beliefs about texting are wrong, or at least debatable. Its graphic distinctiveness is not a totally new phenomenon. Nor is its use restricted to the young generation. There is increasing evidence that it helps rather than hinders literacy. And only a very tiny part of the language uses its distinctive orthography. A trillion text messages may seem a lot, but when we set these alongside the multi-trillion instances of standard orthography in everyday life, they appear as no more than a few ripples on the surface of the sea of language. Texting has added a new dimension to language use, indeed, but its long-term impact on the already existing varieties of language is likely to be negligible. It is not a bad thing.

In a nutshell, texting is just another variety of language which has arisen as a result of a particular technology. It takes its place alongside the other mediums of electronic communication which have resulted from the internet revolution .

1.1.1.1 Development of Text Messages in Language

The Short Message Service (SMS) as defined within GSM digital mobile phone standard that is popular in Europe, Asia, Africa and some parts of the North America has several unique features. The idea of point-to-point Short Message Service began to be discussed as part of the development of the Global System for mobile communications network in the mid – 1980s, but it was not until the early 90s that phone companies started to develop the commercial possibilities. Texts communicated by pagers were replaced by text messages, at first only twenty characters in length. And although the first experimental messages were sent (in Finland) in 1992-3, it took five years or more before numbers of users started to build up. The average number of texts per GSM costumer in 1995 was 0.4 per month; by the end of 2000 it was still only 35.

The slow start, it seems, was because the companies had trouble working out reliable ways of charging for the new service. But once procedures were in place, texting rocketed. In the UK, in 2001, 12.2 billion (i.e. thousand million) text messages were sent. This had doubled by 2004, and it could do to a very high digit in future. On Christmas Day alone in 2006, over 205 million text messages went out. And that is just one country. Similarly, in countries like Finland, Sweden and Norway over 72% of the population use SMS. The European average is about 85 per cent and North America is rapidly catching it up. The largest average usage of the service by mobile phone subscribers is in the Philippines with an average of 15 texts sent per day by subscriber. The Philippines alone sends on the average 400 million text messages a day or

approximately 142 billion text messages sent a year, more than the annual average SMS volume of the countries in Europe, and even China and India. It is said that the Philippines is the "texting capital of the world". In Singapore the average of text message is 12 and in South Korea 10 by subscriber. The world figures of text messages went from 17 billion in 2000 to 250 billion in 2001 and 500 billon SMS messages in 2004, which represents close to 100 text messages for every person in the world. They passed a trillion (million million) in 2005. Gartner, the industry analysts, predict the total will reach 2.4 trillion by 2010. Given the lucrative nature of business, a slow down is inconceivable.

The growth in usage has been a natural consequence of the phenomenal growth in penetration of the mobile phone (as it is known in British English-mobile for short), or cell phone (in American English-cell for short). Although rates of diffusion vary greatly around the world, the common pattern is one of the extraordinarily rapid growths. By 2003, Europe, Oceania, and North America each had more than one mobile subscription for every two people, and by 2007 several countries (such as Hong Kong, the UK, Sweden and Italy) had passed saturation point, with the number of subscriptions equaling or exceeding the total population (due to many people taking out more than one subscription). China became the country with most subscriptions, passing 500 million in mid-2007. Africa was the fastest growing area in 2007, moving from 6 per cent to 21 per cent use within the population in the four years since 2003 and passing 200 million subscriptions mid-year. The accumulated estimates indicated that over 3 billion people, half the world's population had a mobile phone subscription by 2008.

Thus, text messages are increasing day by day due to the development of mobile phone subscriptions. It is a global trend, which was being repeatedly seen in the early years of the new millennium. By 2002, according to the

consultancy firm BDA China, 70 per cent of Chinese urban mobile subscribers had used some sort of data messaging service. By 2003, in South Korea, according to Cheil Communications, 93 per cent of Koreans aged between 17 and 19 were sending or receiving a text at least once a day, with the figure reducing with age, but still a very healthy 47 per cent by age 40. It would be possible to cite similar figures for several countries. The label 'thumb tribe' was used for young texters in Japan and the appellation quickly spread into China, India and other parts of Asia.

Text messaging is most often used between private mobile phone users, as a substitute for voice calls in situations where voice communication is impossible or undesirable. In some regions, text messaging is significantly cheaper than placing a phone call to another mobile phone; elsewhere, text messaging is popular despite the negligible cost of voice calls. That is why texting became so popular so quickly. It was partly because texting was less expensive than voice on mobiles and in some parts of the world very much less. In China, for example, a text in 2004 cost only 0.1 RMB (roughly a US cent) and for the cost of one minute voice call on mobile you could send eight text messages. In the Philippines, texting became the primary use of mobile phone during the late 1990s, when two major networks introduced free messaging resulting in Fillipino urban youth being one of the first in the world to be called "Generation Txt'. The arrival of charging in 2000 did not stop the development, as the costs were very low: a text cost roughly a peso, which was a twentieth of the cost of voice call. But the charge did alter the pattern of use, with the more affluent mid 30s group becoming the most active users. And even in the wealthier countries, it did not take young people long to realize the advantage of text over voice especially when the message was being put across forcefully by mobile phone companies, and attractive payment packages were being placed in front of them.

But the economic factors are not only ones, in expanding the popularity of texting. The nature of the communicating medium itself proved appealing. Among young people, in particular, texting quickly emerged as an index of belonging. There are a group of people who develop their own dialect of distinctive features in much the same way as chartrooms do. That is why; texting has become an index or prestige, with a group as some members develop special kinds of expertise, such as texting speed or creative coinages.

Then there are the communicative strengths of the medium. Texting is far more immediate direct, and personal than alternative methods of electronic communication. It is more convenient than instant messaging, where both sender and receiver have to be sitting at their computers. Assuming your phone is on, you are likely to receive a text message rapidly, whereas an email can sit your inbox for a considerable time. Even if your phone is not on, the message will be stored. So that you get it as soon as you turn it on. When the signal is poor, a text message can often get through, when a voice message may not. In many circumstances, texting offers a novel opportunity for communications. In noisy environment such as bars and night clubs, it is a welcome alternative to speech. In the street or on public transport, it permits a level of privacy which some culture (such as the Japanese) highly value. There turns out to be a surprising number of settings in which voice or ring tone disturbance is undesirable, such as meetings, classrooms, concerts and libraries, and where texting allows communication to take place unobtrusively (if the mobile phone is in 'silent mode').

Texting has also added another dimension to multi-tasking. People text while doing something else, such as watching television, listening to a lecture, attending church, driving and waiting for bus. Teachers have frequently observed students texting in class while reading a book, writing an essay, or

even carrying out a scientific experiment. Similarly, texting seems to be adding some new kinds of dialogue to our linguistic repertoire and directness has become normal and everyday in English texting most of the text messages are to the point and we do not think they are impolite. But in Japanese cultures, there should be conversational openings in text messages and if someone adopts a direct style, he/she becomes matter of criticism from older ones for contravening indigenous norms of politeness and respect.

In a nutshell, texting is becoming popular in all over the world and the benefits of texting have made the medium irresistible. In the United States, while texting widely popular among the ages of 13-22 years old. It is increasing among adults and business users as well. The age that a child receives his/her first cell phone has also decreased, making text messaging a very popular way of communication for all age. According to both the mobile marketing association and new internet and American life project surveys, 80% of US mobile phone users text. The split by age group is as follows: 13-27’s: 87 per cent text, 13-37's 73 per cent text, and 28-39's: 44 per cent text, 40-49's: 18 per cent text. The amount of texts being sent in the US has gone up over the years as the price has gone down to an average of $0.10 per text sent and received. It includes that 'America is in the midst of text messaging mania'.

1.1.1.2 The Distinctive Features of Text Messages

There are several distinctive features of the way texts are written which combine to give the impression of novelty that so attracts the attention of media commentators. But one of them is in fact linguistically novel. In each case we can find antecedents in earlier language use. Many of them were being used in computer interactions that predated the arrival of mobile phones, such as in chartrooms. Some can be found in pre-computer informal writing, dating back a hundred years or more. And some are very ancient indeed. Here, I identify six

main distinctive features of text messages. According to Crystal (2008, p. 37-62), there are six main distinctive features of text messages:

i) Pictograms and Logograms
ii) Initialisms
iii) Omitted Letters
iv) Nonstandard Spellings
v) Shortenings
vi) Genuine Novelties

i) Pictograms and Logograms

The most noticeable feature of text orthography is the use of single letters, numerals, and typographic symbols to represent words, parts of words, or even – a in the case of x and z- noises associated with actions.

b	be
2	to
@	at
x	'kiss'

When graphic units are used in this way they are technically known as logograms or logographs. Logograms in text messages may be used alone, or in combination:

b4	before
@oms	atoms
2day	today
xxx	'kisses'
zzz	'sleeping'

It is the pronunciation of the logogram which is the critical thing, not the visual shape. That is the essential difference with the graphic devices called emoticons (or smileys), where the meaning is entirely a function of the shape of the symbols:

:-)	'smile'
;-)	'wink'
:-@	'screaming'
@(---'---'---	'rose'

When visual shapes, or pictures, are used to represent objects or concepts, they are known as pictograms or pictographs. Emoticons are a type of pictogram. Although several hundred have been devised, most fall under the category of 'computer art' (such as the rose above). A very few are used in texting and none of them with any great frequency.

ii) Initialisms

The second most noticeable feature of texting is the reduction of words to their initial letters what are known as initialisms. Initialisms are familiar in proper names, such as NATO and BBC. They are often called acronyms (though some people restrict that term to the forms that are pronounced as single words such as NATO, calling forms such as BBC alphabetism). What happens in texting – as indeed in other forms of computer-mediated communication, such as instant messaging – is that everyday words rather than proper names are reduced to their initial letters. The examples of initialisms using capitalized forms are as given below.

We find initials used for individual words:

N n o

G grin

A queue

W with

Y yes

For elements of compound words:

GF girlfriend

DL download

W/E weekend

For words in phrases

CWOT complete waste of time

FTF face to face

NP no problem

AML all my love

For words in elliptical or whole sentence:

JK just kidding

DK don't know

CMB call me back

SWDYT so what do you think?

MMYT mail me your thoughts

And for words in expostulations:

OMG oh my God!

AB ah bless!

YYSSW yeah, yeah, sure, sure, whatever!

As with logograms and emoticons, popular accounts tend to overestimate the range and frequency of initialisms in texting. Only a very few, such as LOL (Laughing out loud) also used for 'lots of love') are used repeatedly.

People have been initializing common phrases for centuries. Many initialisms have been used in specialized contexts, such as VGC ('very good condition in antiquarianism), LBW ('Leg before wicket' in cricket), APR ('annual per centage rate' in economics), NNE ('north-north-east' in geography). Some have become so familiar that people forget their original status as initialisms (CD, DVD, AIDS) and may even be unable to say what the letters originally stood for, as in the case of laser ('light amplification by the stimulated emission of radiation). Thus, there is nothing new about texting initialisms. We have both written and spoken them for years. It does not matter who you are or what you are doing, you can collect other examples of initialisms.

iii) Omitted Letters

An initialism is a word where all the letters are omitted expect the first. Often less noticeable, but certainly more common, are the cases where texters shorten words by omitting letters from the middle (often called contractions) or dropping a letter at the end (often called clippings.) Usually vowels are omitted but final constants are often dropped too., as are 'silent' consonants and double medical consonants are reduced to single-terms. For examples:

plsed	pleased
comin	coming
rite	write
msg	message
txtin	texting
getn	getting
englis	English
bt	but
yr	year
tmrw	tomorrow

hav	have
thn	then
wil	will

‘Almst any wrd cn be abbrvted in ths wy’ though there is no consistency between texters, or even within a single texter. Abbreviated might appear in half a dozen different guises. There are many texters who write tonight as tnight, tonyt, tonite, tonit, 2nt, 2night, 2nyt, and 2nite, and there are probably several more variants out there. Similar variations can be found in other kinds of electronic communication.

iv) Nonstandard Spellings

Texters are also prone to mis-spell both unconsciously and deliberately. They would not be able to use the mobile phone technology at all if they had not been taught to read and write, and this means they all had grounding in the Standard English writing system. How far they have assimilated their exposure to Standard English is a most point. Some texters will be good spellers; some will be bad. But on the whole, the deviant spellings we see in text messaging give the impression of people consciously manipulating the writing system, rather than making inadvertent errors. The list of nonstandard spellings used in texting is not very great, but they are certainly distinctive and one of the main irritants to people who do not like this genre. They include following:

cos/cuz	because	skool	school
omigod	oh my god	thru	through
fone	phone	sum	some
ova	over	thanx	thanks
luv	love	wot	what
shud	should	ya	you

They also include representation of informal or regional speech, such as:

bin,bn	been	wenja	when do you
dat	that	wotcha	what are you
da	the	wassup	what's up
dunno	don't know	gissa gizza	gives us a
gonna	going to	wanna	want to

Several of these nonstandard spelling are so much part of English literary tradition that they have been given entries in the Oxford English Dictionary. Cos is there from 1828, wot from 1829, luv from 1898, thanx from 1936, and ya from 1941. Thus, many of the nonstandard spellings in text messaging can be found in literary dialect representations such as by Charles Dickens, Mark Twain, Walter Scott, Emily Bron Thomas Hardy, or D.H. Lawrence. Forms like wotcha are in dozens of novels. Modern authors use them too. Gissa became well known in the UK following Alan Bleasdale's 1982 television play about a group of unemployed lads in Liverpool, Boys from the Blackstuff – 'Gissa job". Other influences are commercial advertising – Wassup originated in a television Budweiser commercial and pop music, especially rap lyrics, which rely heavily on nonstandard spelling. Words like da, dat, and dis are established representation of African-American accents.

v) Shortenings

And the, lastly, we have a kind of abbreviation where a word is shortened by omitting one of its meaningful elements, usually at the end (as in exam) but sometimes at the beginning (as in phone). In texting, the day element is regularly omitted from the days of the week (mon, tues, sat) as are the various month endings (jan, feb, dec). This is a very natural development for this technology. Huge savings of time and money can be made of word-length can

be significantly reduced without loss of intelligibility. So it is not surprise to see:

absol(utely)	ack(knowledge)	approx(imately)
arr(ive)	biog(raphy)	col(lege)
diff(erence)	doc(tor)	esp(ecially)
etc(etera)	gov(ernment)	incl(uding)
max(imum)	mob(ile)	perh(aps)
poss(ible)	prob(ably)	rad(ical)

And students naturally shorten the names of the subjects they are taking- biol,chem., lang, lit crit, and so on.

But none of this is novel linguistic practice. English has abbreviated words in this way ever since it began to be written down and all of above have long histories. Words like exam, vet, fridge, cox, and bus are so familiar that they have effectively become new words yet it's worth nothing that when some of these abbreviated forms first came into use, they also attracted criticism. The English essayist Joseph Addisen complained about the way words were being 'miserably curtailed' – he mentioned mob (ilevulgus), rep(utation), pos(itive) and incog(nito). That was in 1711. And the satirist Jonathana Swift thought that abbreviating words was a 'barbarous custom: Modern texters, accordingly, find themselves part of long tradition of criticism.

Apart from institutional texts, messages are typically sent between people who know each other well. This means that the language will be intimate and local, and make assumptions about prior knowledge. It is not a criticism of texting to say that one cannot understand the given message. Any informal letter between friends would present similar difficulties of interpretation to outsiders. It is a basic principle of discourse, analysis that the meaning of words cannot be

grasped in isolation, but must take into account the whole situation in which the words are used. This applies as much to texting as to any other use of language.

vi) Genuine Novelties

The language of text messages is that it is neither especially novel nor especially incomprehensible. Several of the abbreviations have been taken over wholesale from other internet activities (such as chatrooms and emails) or from earlier varieties of written language. What novelty there is lies chiefly in the way texting takes further some of the processes used in the past. From a basic IMO in my opinion we find:

IMHO	in my humble opinion
IMCO	in my considered opinion
IMHBCO	in my humble but correct opinion
IMNSHO	in my not so humble opinion

This is a form of language play the desire to 'up the ante' and outdo what has been done before.

Some of the juxtapositions also create forms which have little precedent, apart from puzzles. All conceivable types of feature can be juxtaposed-sequences of shortened and full words hldmecls ('hold me close'), logograms and shortened words (2bctnd 'to be continued'), logograms and nonstandard spellings (cu2nite 'see you tonight), and so on. These are no less than four processes combined in iowan2bwu 'I only want to be with you' – full word + an intialism + a shortened word + two logograms + an intialism + a logogram.

One characteristic runs through all these examples: the letter, symbols, and words are run together, without spaces. This is certainly unusual in the history of special writing systems. Graphic units of this kind are a bit like conventional

words, but with the meanings of whole sentences. Like chemical formulate, they are not meant to be spoken aloud. And like all new words which do not have clear internal structure, we have to take them as whole units. This is especially the case with ambiguous symbols. For example, we find d8 'date' vs db8 'debate, m8 'mate' vs mbrsd 'embarrassed', and so on. We do not know which approach to adopt until we have read the whole word.

Although sequences of this kind can be found in some of the more ingenious word puzzles of the past, it is certainly a novelty to find them being used in day-to-day communication. But having said that it must also be emphasized that they are not used all the often. Few texts string together such sequences. Texters drop the occasional one into a dialogue, and sometimes a little game arises in which groups of texters play with such sequences and try to out-text each other. But they quickly tire of the game and go back to more conventional text-messaging practices. Apart from anything else, the content of these messages is not something that turns up in dialogue very often. It might impress a potential lover to receive an initial text which said iowan2bwu(I only want to be with you), but the effect would quickly become encounter productive if it were sent repeatedly.

The text messaging dictionaries are partly to blame for making people think that texting is incomprehensible.

The texts in such alphabetical lists are being quoted out of context. And, moreover, out of their cultural context. If we do not understand aslmh, it is because we do not share a cultural milieu in which people ask each other to tell them about their 'age, sex, location, music, hobbies'. Some texting expressions are exactly like slang. And 'the chief use of slang' is to show that you are one of the gang you understand the delivered messages easily.

In texting there are individual differences as in any other linguistic domain. Whole young people (not so young) like to feel they are part of the same gang, and show this by using the same texting abbreviations, they also like to express their individuality, and they do this by inventing new forms and using old forms in new ways. In the messages of one texter, the word you is written u, yu and you at different times. We can imagine someone using u for informal or jokey messages and you for formal or serious ones.

The texting forums already provide anecdotal evidence that many texters are well aware of differences in their audience and are capable of adapting their messages to suit. Some contributors say they avoid using text abbreviations when texting parents. Some say they do not use them when texting a message to a television programme. Thus, the variety of texting language is partly to be accounted for by personality differences. Some people are linguistic innovators; some are conservatives. Some people like abbreviations; some hate them. The same kind of antagonism can be found in relations to any area of usage of course. When encountering a pronunciation, grammatical construction, or item of vocabulary that they do not like, people do not mince their words. Textisms are no different.

The fact that texting is a relatively unstandardized mode of communication, prone to idiosyncrasy, turns out to be an advantage in such a context, as authorship differences are likely to be more easily detectable than in writing using standard English. And it would be able to replicate perfectly the distinctive texting behaviour of a teenager. But individual differences do not explain all the variations that we find in texting. Some of it undoubtedly reflects dialect differences of a regional, social, or ethnic background.

1.1.1.3 The Functions of Text Messages

Text messages are very difficult to get hold of. People hardly let us see the messages they send and receive. If we ask them for texting data, we get negative reaction. According to Crystal (2001), people were far more reluctant to let him see their texts when collecting email and chat room data for his language and the internet.

There are additional problems as well as practical problems over the messages you receive. Additional problems in the sense that it would not be ethnical for anyone to use those messages without obtaining the permission of the senders. Similarly, if we do some work on the age, gender and social background of texters, it is difficult to get hold of such information as we have to interrogate the senders about these things which is a time-consuming and possibly sensitive business. It is easy to see how texters might be reluctant to cooperate with researchers, once they realize the problems.

Then there are the practical problems in the sense that people rarely keep the messages they send and receive. Even if your phone has plenty of storage space, the ephemeral context of most messages makes it unlikely that you will keep for long. And even if you do, how can a researcher got at them without causing you acceptable levels of interference? If we ask them to transcribe the messages, it is not sure that they will do it honestly. And it is also questionable that whether they keep the messages exactly as they are, with all their abbreviations and errors and forward to our computers or mobiles so that we see everything. And finally, even if these problems are solved, there will be difficulties in understanding the message they give us.

Nonetheless, researchers have been able to make useful collections of texting data between individuals, where even a small corpus of a few hundred

messages can demonstrate interesting linguistic patterns. For example, Ling's(2005,pp.335-49,as cited in Crystal…) study, mobile communications, Renegotiation of the social sphere, confirmed several impression about the linguistic character of the text messages.

- Their brevity: if we divide messages into those containing a single sentences or clause (simple), and those containing more than one ('complex') , we find that two-thirds of all text messages are simple.
- Their nonstandard orthography: around 82 per cent of all messages had no capitalization at all; 11 per cent had only the first letter of the text capitalized; and only 7 per cent had more complex capitalization (e.g. using capitals in names and at the beginning of follow-up sentences).
- Their distinct epistolary status: only about 10 per cent of messages had an opening salutation (e.g. Hi, John, J) or a closing farewell (e.g. Bye, xxx, Dane), and most of these were the simplest possible, such as a single letter or emotion.
- Their lack of abbreviations, only about 6 per cent used abbreviated terms of any kind, regardless of age and gender.

Plainly, if most texts are single sentences and the average length is around six words, the routine content of text messages must be pretty limited, concentrating on everybody and largely ephemeral notions of who, what, where and when (rather than how and why). But within this limitation, texts perform a wide range of social and informational functions.

i) Social Functions

All kinds of social relationships can be fostered or disturbed using texting, from the mildest of observation to the strongest of affirmations. People can send messages of support, sympathy, variants on 'missing you', variants on 'get

well soon', a request for a call, a desire to be friends . . . It can be a message reflecting the time of day-a good morning or a good night. It can be a quotation or other remark which simply affirms a shared interest. Exchanging personal news and gossip is as important here as anywhere else. Greetings, such as for a birthday or a religious feast day, are ideally suited to the brevity of a text message. Some industry survey suggests that as many as a quarter of all text messages fall into this category.

Not all social messages are positive. The system is just as able to send insults, put-downs, accusations and libels, and great deal of concern has been expressed about the way texting has been used as mechanism of bullying among young people. Several cases of text stalking and harassment have been reported. And at least one study, by Bella Elwooed Clayton (as quoted in Crystal, 2008) has reported how texting can be used as 'a form of artillery in personal combats. Many of her Philippines informants commented on how easy it was the quarrel by text.

Text messages can be used to converse the relationships or to break them among young people. A text message is also, according to several online forums, the easiest and least embarrassing way to tell someone that you no longer want to go out with them. Texting evidently allows an intimate person-to-person contact while preserving distance. You can say something in text that you cannot say face to face is a common observation in forums about texting. Similarly, text messaging has a huge potential for offering help and advice. Through text messages, parents can realize their role, if they adopt it and can improve their communication with their child. Similarly, text messages are also sent for fun rather than for serious purpose.

ii) Informational Functions

Text messages provide much information to the people of different sectors. It means one of the noticed functions of texting is its role in helping people plan their lives, coordinating items, arranging or canceling a meeting, ensuring that arrangements go smoothly, checking on the whereabouts of someone or something and so on. Similarly, texts have been used in the planning of fraud, terrorism, and other illegal activities.

Messages often ask questions and provide responses to do with specific points of information. Text messages have been used to find out the results of sports, events, to vote or responses to the programmes they have just been watching or listening, and in receiving help from outsiders in a quiz or exam. All kinds of organizations now send out text messages alerting users who are on their mailing list to the latest news from their domain. It might be news about weather conditions, travel conditions, school timetable, changes, and so on. Thus, text messages are becoming means of communication for local, national and international events. In many countries, such as China and the Netherland, the police use SMS to alert local people to missing child, a spate of burglaries, and so on. Similarly, in USA, when news of an abduction reaches the police, they issue an amber alter, sending a message to the National Center for Missing and Exploited Children. The information in this alert is then formatted and sent out through the various service providers to text message subscribers.

A great deal of mobile commerce and banking now relies on text messaging, as does advertising and branding for the marketing industry, for example, they can get or send text messages when a particular stock falls below a certain prices in a stock market. Similarly, as people become more aware of the communicative potential of texting, the range of specialized uses grows. For example, in politics, text messaging has been repeatedly found as good way of bringing an

issue to the attention of party members, activists, or even larger sections of the population. Like this, many informations can be given through text messages in public places and so on.

1.1.2 The English Language in the Text Messages

Texts are found which conflate two languages (what in linguistics is referred to as code-mixing). As most parts of the world are bilingual, code mixing can be expected to develop as a major characteristic of texting.

Among the languages, the English language has become powerful weapon in the field of electronic communication and it has many influences in the world. There are many reasons behind it. It is partly because of the language's status as a global lingua franca. English is a desirable language for international communication, so it is hardly surprising to see its use when people text if English learning has been part of their language background. There is natural tendency for languages to borrow words from other languages, and the use of English as a source for new words has been one of the most striking trends in recent decades. A second reason is that UK was quick to adopt the technology, so it has had longer for its texting conventions to evolve and spread. And a third reason is that texters in other languages had already been exposed to many so-called textisms through their experiences of the English language chatrooms, where abbreviation such as lol ('laughing out loud_ and brb ('be right back') had long been in use.

One can consequence of the influence of English is that it seems to have cramped the creative style of young texters in their own languages because everyone prefers to use the English conventions. There is no doubt that the code-mixing of English and native textisms is a major feature of the international texting scene.

English does tend to complicate things, in the study of multilingual texting, because it is frequently encountered in languages where texters are using their mother tongue to write their messages. Many researches have shown that text messaging in every language makes use of abbreviations borrowed from English (loan texts'), or introduces forms which show English influence. For example, lol ('laughing out loud') is found everywhere, as are U ('you'), brb ('be right back'), and gr8 ('great'). The acronyms SMS seems to have been borrowed wholesale, and thx/thanx, and ily/ilu 'I love you' turn up in several languages replacing the home-grown phrases. Sometimes the Anglicism offers just part of the native word, as in Dutch 2m ('tomorrow') though the Dutch word is morgen) and 2d ('today' for vandaay).

Some texters pepper their messages with cool English expression. Here is a sample of English loans which can be seen used in German texting, with the standard equivalent in parentheses:

b4	Before	(bevor)
4u	For you	(fur dich)
4e	For ever	(fur immer)
mx	Merry Christmas	(Frohe Weihnachten

Similarly, we can see the influence of English in other languages like Italian, Spanish, French, Welsh, Russian, Swedish, Norwegian, Czech, Persian, Hungarian, Bulgarian, Chinese and Japanese language. It means in these languages, English has its presence in text messaging. Crystal (2008) gives a list of abbreviations which are said to be used in English text messages. Some of them are listed below.

Abbreviation	Meaning
@	at
1daful	wonderful
2	to, two, too
2b, 2B	to be
2d4, 2D4	to die for
2day, 2DAY	today
2moro	tomorrow
2nite	tonight
4	for, four
4e, 4ever	forever
8	ate (or as part of word)
a3	anytime, anywhere, anyplace
ab	ah bless!
add	address
aslmh	age, sex, location, music, hobbies
bf	boyfriend
brt	be right here
btr	better
btw	by the way
c	see
cm	call me
cn	can
cu	see you
cuz, cos	because
d	the
d8	date
dinr	dinner

dk	don't know
doin	doing
dur	do you remember
ezl, ezy	easy
f	friend
f2t	free to talk
fone	phone
ftbl	football
gf	girl friend
gl	good luck
gr8	great
h8	hate
h2cus	hope to see you soon
hak	hugs and kisses
hand	have a nice day
hbtu	happy birthday to you
hhoj	ha ha only joking
howru	how are you
hv	have
icwum	i see what you mean
ilu, iluvu, ily, iluvy	i love you
imo	in my opinion
j44	just for fun
jam	just a minute
jk	just kidding
Kit	keep in touch
l8	late
luv	love

m8	mate
mob	mobile
msg	message
n	and, no
nc	no comment
no1	no one
O	or
omg	oh my god
pcm	please call me
pls	please
Prw	parents are watching
r	are
sry	sorry
Sys	see you soon
t+	think positive
t2go	time to go
then	then
thanq, thnx, thx, tx	thank you, thanks
Txt	text
u	you
w8	wait
wan2	want to
wl	will
wot	what
wtm	what time?

xlnt	excellent
ybs	you'll be sorry
yr,	your
z	said

1.2 Review of Related Literature

This study attempts to review some relevant studies regarding the use of English text messages in Nepalese context. It is quite a new field of study in our context related to electronic languages but only a few works and researches have been carried out in this field. Some works and researches which are related to the present study are reviewed in the following paragraphs:

Fox (2001, as cited in Cyrstal 2008, p. 170-171) carried out a national survey on "Evolution, Alienation and Gossip: The Role of Mobile Telecommunications in the 21st Century" for the Social Issues Research Centres in the UK drew attention to the important role played by texting as part of the 'gossip' of a speech community. Most of her focus group participants saw texting as an important means of maintaining contact in a large social network: they found texting an ideal way to keep in touch with friends and family when they did not have the time, energy, inclination or budget for a 'proper' phone conversation or visit. Her main conclusion in relation to the teenagers she interviewed supported the point made above: texting can help them to overcome their awkwardness and develop their social and communication skills: they communicate with more people, and communicate more frequently, than they did before having access to mobile texting. Finally, her conclusions about texting formed part of a larger study of the important role of gossip in maintaining social networks. She suggested that texting motivates people to sharpen their diplomatic skills and allows more time to formulate thoughts.

Kasesniemi and Rautianen (2002, ibid, p. 161) found that the informal style of texting was an important motivating factor, especially among teenage boys and provided fresh opportunities for linguistic creativity.

As early as 2002 in the UK, it was being reported that text messages had replaced phone calls as the commonest use of a mobile phone and that the younger you are the more likely you are to text. A report in 2003 by mobile phone insurer CPP (Card Protection Plan) group said that 80 per cent of under - 25 texted rather than called. On the other hand, so did 14 per cent of people over 5.5. Plainly, youth is not the only factor. And in 2006, a survey by the UK regulatory body Ofcom (Office of Communications) reported that adults as a whole in the UK made an average twenty phone calls a week but sent twenty-eight text messages.

Bulck (2003, ibid, p. 168-169), who is from the Catholic University of Leuven in Belgium, found that text messages interrupted the sleep of most adolescents. Among 13 years old, 13.4 per cent reported being woken up one to three times a month, 5.8 per cent were woken up several times a week, and 2.2 per cent were woken up every height. Among 16 years old, the inference was greater 20.8 per cent were woken up between one and three times a month, 10.8 per cent were woken up at least once a week, 8.9 per cent were woken up several times a week and 2.9 per cent woken up every night.

Sapkota (2004) has carried out a research work on "A Study on the Language Used in Email, Chat, and Text Messaging (SMS)". The researcher has attempted to analyze the characteristics features of the English language used in e-mail, chat group and text messaging (SMS) in the morphological, syntactic and functional levels. He has utilized both primary and secondary sources for the purpose of data collection. He has applied judgmental sampling design as sampling procedure and has used observation and written questionnaire as tools

of data collection. His study shows that language used in e-mail, chat and SMS were found to have been informal, colloquial and grammatically incomplete. Mostly subject is deleted and somewhere code-switching was also found.

Ling (2005, ibid p .90) has done a great deal to clarify the age background of texters. In a study reported in 2005, teens and young adults (up to the mid-20s) were, as expected, the most enthusiastic users of SMS: more than 85 per cent of his age groups sent SMS messages on a daily basis. At the other end of the age scale, only 2.7 per cent of people over 67 texted daily. Also as expected, teens and young adults were the biggest users of texting abbreviations, and there was a rapid decline of use with age. But not all features of standard English Orthography showed the same pattern. Surprisingly, it was the younger adults who were more likely to use standard capitalization and punctuation. In his study, he also found differences in texting behaviour between the sexes. Despite the fact that men were quicker to adopt mobile phones when they first became available, women turned out to be the more enthusiastic texters: over 40 per cent of women texted daily, whereas only 35 per cent med did. Finally, Ling concluded that women are more 'adroit' and more 'literary' texters.

Raval (2005, ibid, p. 161), a speech and language therapist working at the City University in London, compared a group of 11 to 12 year old texters with a similar group of non-texters. She found that neither group had noticeably worse spelling or grammar than the other, but that both groups made some errors. She also noted that text abbreviations did not appear in their written work. Similarly, in a series of studies carried out in 2006-7, Plester, et al. from Coventry University (ibid, p. 161-162) found strong positive links between the use of text language and the skills underlying success in Standard English in a group of pre-teenage children. The children were asked to compose text messages that they might write in a particular situation-such as texting a friend

to say that they had missed their bus and they were going to be late. The more text abbreviations they used in their messages, the higher they scored on tests of reading and vocabulary. The children who were better at spelling and writing used the most texting abbreviations. Also interesting was the finding, that the younger the children received their first phone, the higher their scores.

Luitel (2006) has conducted a survey research study on language used in electronic media entitled 'Language Study on SMS: A Descriptive Study'. The main objectives of his research work was to find out the language used in SMS by English and Non-English language teachers on the basis of syntactic structures, mechanisms of writing, abbreviations, non-linguistic sings, numerals, and code mixing. His study shows that English teachers are more grammatical and formal in using English language even in SMS than non-English teachers. Non-linguistic sings, numerals abbreviations, and code switching were also found in his study.

Pathak (2008) has carried out a research on "The Use of E-Language in Student's Writing". The main objectives of her study were to find out the use of electronic language in students' writing and to categorize and analyze the context of the use of e-language on the basis of categorization (word class, phrase type, sentence type) and context (formal and informal writing). She has used both primary and secondary sources to complete her research study. She has used questionnaire and test (both formal and informal) as tools of data collection and has used simple random sampling deign as sampling procedure. The findings of her study shows that the use of e-language was plenty in informal types of writing only and the e-forms of auxiliary verb 'are', preposition 'to' and pronoun 'you' were frequently used in students' writing. Similarly, e-language is used more for the words which belong to minor word classes than those of major word classes.

Crystal (2008) has carried out research on "Txtng: The Gr8 Db8". In this study he has explored text messaging from technological, sociological, commercial, psychological and linguistic point of view, making it possible to start discussing its nature and purpose in a more informal and realistic way. And he has given Txtng a much-needed multilingual perspective. His study shows that all the popular beliefs about text messages are wrong, or at least debatable as people used to say that the practice of texting is fostering a decline in literacy of people and wrecking the languages. His study further shows that texting actually benefits literary skills and does not harm writing ability of the people though people are habituated with it.

Khanal (2009) has conducted a research on "Code –mixing in E-mail Messages". The main objectives of her study were to find out mixed-code in e-mails and compare English words that are mixed in Nepali code and Nepali words mixed in English code and to analyze the languages of code mixing in terms of word classes, phrase mixing in terms of word classes, phrase types, sentence types and context types. She has used only the secondary sources for the completion of her research work. She has chosen 80 e-mail messages that have code-mixing by judgmental sampling procedure which consisted 40 English code-mixing. Her study shows that both Nepali and English E-mails contain code-mixing and English content words mixed in Nepali e-mails are greater than the Nepali content words mixed in English e-mails. In both types of e-mails the noun class occupies the first position and in phrase level analysis noun phrase occupies the first position in Nepali e-mails but verb phrase in English.

Although the research studies conducted by Sapkota (2004), Luitel (2006), and Pathak (2008) have close relevance with the present study yet they did not account the age background, sex (gender), tenor, mode and field related to

texters and text messages as the part of study. Similarly no research work is carried out in use of English text messages in Nepalese context in terms of the features like pictogram and logogramss, initialisms, omitted letters, nonstandard spellings and shortenings. Furthermore, the present study is specific to electronic media of mass communication, which is an also natural interaction between senders and receivers. Thus, this study will be different from the above reviewed literature. So, I have selected this topic for the study, which is a new work in the field of electronic communication in the Nepalese context.

1.3 Objectives of the Study

The objectives of the study were:

i) To find out the use of English text messages in Nepalese context in terms of the following features:
   a) Pictograms and Logograms
   b) Initialisms
   c) Omitted Letters
   d) Nonstandard Spellings, and
   e) Shortenings
ii) To find out the number of text messages with age background of texters and according to gender.
iii) To find out use of emoticons and abbreviations according to gender.
iv) To suggest some pedagogical implications.

1.4 Significance of the Study

The present research aims to detect the use of English text messages in Nepalese context. The study will be significant to the students, teachers,

syllabus designers, textbook writers and critical mass that are involved in teaching and learning about the communication through text messages. More, specifically this study will be directly or indirectly significant to the persons who are interested in communication through text messages. The following points give the significance of this present study:

1) The findings of the research will be of great use to the teachers/ learners who have been involved in teaching and learning online courses, mass media and business communication.
2) Language teachers should make students clear-cut differences between formal and informal English and forbid them using inside the classroom.
3) The findings of this research will be highly applicable in the area of journalisms.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology in order to fulfill the specific objectives:

2.1 Sources of Data

The researcher used both primary and secondary sources for the completion of her research work.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the people of Kalankishtan in Kathmandu district.

2.1.2 Secondary Sources of Data

Books, journals, reports, magazines, websites, articles and some previous research studies which have close relevance with the present study were the secondary sources for data. The researcher has visited different cyber cafes to collect data. Some of the books used for the study were: Trudgill (1983), Wardaugh (1986), Teeler and Gray (2000), Kumar (2005), Best and Kahn (2006), and Crystal (2008).

2.2 Population of the Study

The people from Kalankistha, who often text and visit cyber café were the population of the study.

2.3 Sampling Procedure

The researcher applied judgmental sampling procedure which is also called purposive sampling design. She selected those participants who could provide her the richest information. All the text messages were naturally communicated incoming and outgoing text messages. She collected 40 English text messages from 20 respondents. Out of them, 20 messages (10 in-coming and 10 outgoing text messages) were from male and 20 text messages (10 incoming and 10 out-going text messages) were from female. Therefore, all together 40 text messages were collected for the study.

2.4 Tools of Data Collection

Since it is descriptive research work, the researcher used interview and text analysis as tools of data collection. For interview, she asked 16 questions. She followed structured interview. Similarly, she copied the data from sample with the help of computer and data cable for the completion of her thesis work.

2.5 Process of Data Collection

As the researcher collected data both from primary and secondary sources by conducting interview and observation (i.e text analysis), she had followed the following steps for the fulfillment of her research work:

a) The researcher went to the field and built rapport with concerned people.
b) She explained the respondents about the purpose of her study and convinced them of secrecy of their text messages.
c) She took interview, asked different types of questions and noted down the responses from them.
d) She analyzed their text messages and asked them to forward their latest one in-coming and one out-going English text messages to the

researcher's mobile phone. In some case, the researcher copied them down on the spot. Finally, she downloaded and printed out the data from different cyber cafes.

2.6 Limitations of the Study

The study had the following limitations:

a) The study was limited to the people of Kalankisthan, Kathmandu valley only.
b) The study was further limited to the use of English text messages in Nepalese context in terms of the features like pictograms and logograms, initialisms, nonstandard spellings, omitted letters, shortenings and age background and gender of texters in text messages
c) The study was limited to only 20 respondents from Kalankisthan.
d) The study was limited to interview questionnaire and observation (text analysis) as research tools.
e) The research work was carried out on the basis of analysis of only forty text messages.
f) Only English text messages without code-mixing were taken into consideration.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the analysis and interpretation of the data that are collected from different mobile users and cyber cafes. It emphasizes on the study of English text messages in Nepalese context including different features of text messages such as logograms and pictograms, initialisms, omitted letters, nonstandard spellings and shortenings. Similarly, it focuses on the study of those collected messages in terms of age and gender of texters by using the tools like text analysis and interview. It means interview survey questions are used to get background information from different types of respondents and the researcher noted and used those responses to analyze the age background and gender of texters in terms of their number of text messages.

3.1 Holistic Presentation of Text Language in Different Mobile Users' Text Messages

Here, the text language (abbreviation) found in different mobile users' text messages ise analyzed and interpreted holistically. Holistic comparison is carried out on the basis of total words and the percentage of text languages they occupy.

Table No. 1

Holistic Comparison of English Text Messages (in terms of Gender)

S. N.	Gender	Total Words	English Text Language (Abbreviations)	Percentage
1	Male	468	180	38.46%
2	Female	505	226	44.75%

According to this table, female were found using the greater number of text languages (abbreviations) i.e.226 words out of 505 words which is 44.75% of the total words used. Similarly, male used 38.46%of the total words i.e. 180 abbreviations out of 468 total words. For example,
Male: Gud morning Sir! Me Ramesh. Do u ve buks fr commerce students?
Female: Hi! Wat's up? Howz ur day goin? Now a de R U bg?

3.2 Representation of Words/ Phrases using Logograms and Pictograms

The trend of using numerals or digits, alphabets or letters, alphanumeric homophones, typographic symbols to represent words, parts of words and noises associated with actions come under logograms and pictograms. This can be analyzed under the following sub-headings.

3.2.1 Representation by Mathematical Digits or Numerals

Forty text messages (out of which 20 incoming and 20 outgoing text messages) were collected from different mobile users and analyzed.

The following table shows the use of digits to represent words or phrases in text messages.

Table No. 2

Trend of Using Numerals to Represent the Words or Phrases

S.N		Male		Female	
		Incoming	Outgoing	Incoming	Outgoing
1	No. of text messages containing digits	3	7	8	7
2	Total No .of Text messages	10	10	10	10
3	% of use of digits	30%	70%	80%	70%

This above table shows that male's 30% incoming and 70% out going text messages contain the use of digits. While studying the text messages of female, 80% incoming and 70% outgoing messages have the use of digits (numbers) to represent word or phrases.

Table No. 3

List of the Homophonic Digits and their Concerned Meanings

S.N	Digits or Numbers	Words Represented
1	2	to\ too
2	4	for
3	8	at

This table shows that 2, 4, and 8 are the digits which are used in major text messages. They are used in text messages frequently to save time because of their easy coding system. Some numbers to represent the word or phrases are as follows.

a. My col is going 2 b closed due 2 X.
b. No meal yet.GN 2.
c. Me fine N now 8 Mugling.
d. I wd like 2 wish U 4 a good health.

3.2.2 Representation by English Alphabets or Letters

Some English alphabets which are homophonic in nature are also used to represent the words or parts of words or phrases. The text messages which contain such letters are shown in the following table:

Table No. 4

Trends of Using Letters to Represent Words or Phrases

S.N		**Male**	**Female**
1	No. of text messages containing digits	16	19
2	Total No. of text messages	20	20
3	% of text messages using letters	80%	95%

According to this table the use of alphabets or letters to represent words are in the following percentages:

a. Male = 80%
b. Female =95%

It is indicated that female use more letters to represent words or phrases than their male counterparts.

The following letters are used in text messages to represent their own meaning:

Table No. 5

List of Homophonic Letters having their Related Meanings

S.N	Alphabets| Letters	Targeted Expression
1	b	be
2	d	the
3	m	am
4	n	and
5	r	are
6	s	is
7	t	tea
8	u	you

This table shows that normally the homophonic words are replaced by homophonic alphabets (letters). Some examples from text messages are as follows:

a. I feel glory, proud, N lucky that I got U who loves me very much.
b. I ‘ve already taken T n what abt U?
c. R U goin college 2day?
d. May b 8:30 I wil reach.

3.2.3 Representation by Alphanumeric Homophones

The words or phrases are made shorter by the use of various parts of homophones. Some words or phrases are either alphabetically homophonic or numerically homophonic. The combination of those two forms (alphabetical or numerical) is known as alphanumeric homophones. This is presented by the table below:

Table No. 6

Use of Alphanumeric Homophones

S.N		Male	Female
1	No. of text messages containing alphanumeric homophones	6	1
2	Total No. text messages	20	20
3	% of use of alphanumeric homophones	30%	5%

According to the above table, out of 20 text messages of male mobile users, 6 text messages contain the use of alphanumeric homophones. It becomes 30%. Similarly, 5% of text messages of female contain alphanumeric homophones. It proves that those males are far forward to use alphanumeric homophones to represent words or phrases.

Table No. 7

List of Alphanumeric Homophones and their Concerned Meanings

S.N	Alphanumeric Homophones	Targeted Expressions
1	2day	today
2	2morrow	tomorrow
3	2night	tonight
4	B4	before

This table shows that different types of alphanumeric homophones are used to represent different words or phrases. Some examples from text messages are as follows:

a. 2day I‘ve many things 2 do here.

b. U wil get them 2morrow.
c. Customers don't come as they b4 few months.
d. Send me msg with ur brther's mob.no.then 2night I wil cal him.

3.2.4 Representation by Non-linguistic Signs/Pictures/Symbols

Sometimes the messages are found with the use of symbols or emoticons to give appropriate meanings. The examples of such signs and symbols which can be seen in the text messages are as follows.

a. How (^–^) msg. I'm (*o*) cing ur luvely msg.
b. My col is going 2 b closed due 2 X.
c. My xxx 2 U.i 'm zzz.Gudnight.
d. Our result wil be @ d end of this mnth.

These non-linguistic signs or symbols or emoticons can be shown in the following table:

Table No. 8

List of Symbols/Emoticons and their Concerned Meanings

S.N	Signs/Symbols	Targeted Expressions
1	(^–^)	Cute
2	(*o*)	Surprised
3	X	Christmas
4	xxx	Kisses
5	zzz	Sleeping
6	@	At

According to this table texters use different types of signs or symbols (emoticons) to express the meaning of words or phrases.

3.3 Representation of Words/Phrases/Sentences by Initialisms

Initialisms are also known as acronyms or abbreviations. Different initials are found to be used in the text messages of different mobile users. Therefore, they are studied here.

The given table shows the initialisms (abbreviations) used in the text messages.

Table No. 9

Use of Initialisms in Text messages

S.N		**Male**	**Female**
1	No. of text messages with initialisms	2	10
2	Total No. of text messages	20	20
3	% of text messages with initialisms	10%	50%

According to this table, females were found using more initials than males. While analyzing the collected text messages, female's English text messages have more use of initials, i.e. their 50% messages were found with initialisms. Similarly, while studying male's English text messages, only 10% of them contain initial letters.

The following table shows the list of initials in text messages.

Table No. 10

List of Initialisms and their Concerned Meanings

S.N		Initialisms	Targeted Expressions
1	Initials used for individual words	T	Tea
		W	With
		S	Son
		D	Daughter
		B	Be
2	Initials used for words in phrases	GN	Good night
		TC	Take care
		UK	United Kingdom
		SMS	Short Messages Services
		AML	All my love
		KIT	Keep in touch
3	Initials used for elliptical/words for whole sentence	HAGN	Have a good night.

This table shows that initialisms are found in different levels such as in word level, i.e. only one letter is used to represent word, in phrases level i.e. two or more than two letters are used to convey the meanings of the given words, and words for whole sentences. Some examples from text messages are as follows:

a. AML 2 U.
b. What u hv, S or D?
c. U 2 TC, GN

3.4 Use of Omissions of Letters to Represent Words/Phrases

An initialisms is a word where all the letters are omitted except the first but in omitted letters, texters often omit the letters from the middle or drop a letter at

the end. The texters in this study as well have deleted either vowels or consonants to express their messages within limited character space (160 characters).

The following table shows the use of omissions of letters in text messages.

Table No. 11

Omissions of Letters in Text Messages

S.N.		**Male**		**Female**	
		Incoming	**Outgoing**	**Incoming**	**Outgoing**
1	No .of text messages with omitted letters.	9	9	10	10
2	Total No. of text messages	10	10	10	10
3	% of text messages with omitted letters	90%	90%	100%	100%

Comparatively female are found the frequent users of omissions of letters in text messages because their outgoing text messages contain more omissions of letters (i.e. 100%), which is the highest percentage among the categories of gender. Moreover, it has been found that male's percentage of using outgoing text messages is 90% (out of 10 outgoing text messages).

The following table shows the omissions of letters in text messages.

Table No. 12

List of Omissions of Letters and their Concerned Meanings

S.N	Omissions of Letters	Targeted Expressions
1	Cn	Can
2	Ur	Your
3	Bt	But
4	Goin	Going
5	Wil/’ll	Will
6	Hom	Home
7	Comin	Coming
8	Rote	Wrote
9	Doin	Doing
10	Hv/hav/’ve	Have
11	Msg	Message
12	Wat	What
13	Miscal	Miscall
14	Met	Meet
15	Abt	About
16	Tim	Time
17	Giv	Give
18	Wher	Where
19	Fr	For
20	Plz	Please
21	Rply	Reply
22	1^{st}	First
23	Agst	Against
24	Kis	Kiss

25	Nt	Not
26	Ktm	Kathmandu
27	2night	Tonight
28	Call	Call
29	Com	Come
30	Hrt	Heart
31	Drm	Dream
32	Fren	Friend
33	Mis	Miss
34	Frm	From
35	23rd	Twenty third
36	Comn	Communication
37	Jst	Just
38	Wd	Would
39	Hw	How
40	Nw	Now
41	Pregnt	Pregnant
42	Mnth	Month
43	Riting	Writing
44	Vry…	Very
45	Didn't	Did not
46	Don't	Do not
47	Can't	Can not

According to this table, there is frequent use of omitted letters in text messages. Among the features of text messages omitted letters are used more than others by texters. They are used to save time and money in the text messages. For example,

a) Vissa process fr UK is goin on bt I've nt got it now.
b) R U goin college 2day? Plz inform me.

3.5 Representation of Words/Phrases by Non-Standard Spellings

Sometimes, the mobile users (texters) misspell their text messages unconsciously and deliberately. In this study, it is found that texters have used non-standard spellings in order to maintain economy in their texts (short and meaningful) so that they could express more and more in limited characters. For example,

a) U tek care. I wil be there soon.
b) What happened ur research proposal? My luv plz sms me.

The following table shows the use of non-standard spellings in text messages.

Table No. 13

Use of Non-Standard Spellings in Text Messages

S.N		**Male**	**Female**
1	No. of text messages with non-standard spellings	11	13
2	Total No. of text messages	20	20
3	% of text messages with non_standard spellings	55%	65%

The above table shows that 65% of text messages of female contain non-standard spellings. Similarly, 55%of text messages of male contain non-standard spellings. Comparatively female are the frequent users of non-standard spellings.

The following table shows the use of non-standard spellings in the text messages to convey meaning of words and phrases.

Table No. 14

List of Non-Standard Spellings and their Related Meanings

S.N	Non-Standard Spelling	Targeted Expression
1	Buks	Books
2	Wanna	Want to
3	Tek	Take
4	Ki	Key
5	D	The
6	De	Day
7	Bg	Busy
8	Luv	Love
9	Dat	That
10	Thanx	Thanks
11	Dis	This
12	Bcoz /coz	Because
13	Babe	Baby
14	Nite	Night
15	Fones	Phones
16	Rum	Room
17	Cing	Seeing
18	Luvely	Lovely
19	Gudnight / gudnite	Goodnight
20	dayz	Days
21	howz	How is

This table shows that texters have misspelled many words while sending or receiving text messages to represent words / phrases. Some examples are:

a. Me very bg many people r here for internet fones.
b. Thanx my babe for msg.
c. I think ur luv n care n mom's lap both r equal need.

3.6 Representation of Words or Phrases by Shortenings

Shortening is also a kind of abbreviation where a word is shortened by omitting one of its meaningful element either at the end of word or at the beginning of it.

In this, as well, the mobile users (texters) have naturally shortened different words to save time and money without losing their meanings.

The following table shows the reduction of words in text messages

Table No. 15

Use of Shortenings to Represent Words or Phrases

S.N		**Male**		**Female**	
		Incoming	**Outgoing**	**Incoming**	**Outgoing**
1	No .of text messages with Shortenings	3	2	1	1
2	Total No. of text messages	10	10	10	10
3	% of text messages with Shortenings	30%	20%	10%	10%

The above table shows that male's 30% incoming and 20% outgoing text messages contain shortenings. Similarly, female's 10% incoming and same numbers of outgoing text messages contain the use of shortenings to represent words or phrases. This means males are the greatest users of shortenings than females.

Table No. 16

List of Shortenings and their Concerned Meaning

S.N	**Shortenings**	**Targeted Expression**
1	Mob	Mobile
2	Exam	Examination
3	Poss	Possible
4	Prob	Problem
5	Absol	Absolutely
6	Esp	Especially
7	Daught	Daughter
8	Vac	Vacation
9	Jan	January
10	Col	College
11	Sis	Sister
12	Bro	Brother
13	Prep	Preparation
14	Dec	December

This table shows that the great numbers of shortenings are used in the text messages to convey meaningful words or phrases by different kinds of texters. Some of the examples of shortenings from text messages are as follows:

a. Daught are taking exam.
b. My result ‘ll publish in jan.
c. If u like it I’ll have no prob.
d. How ur prep for exam?

3.7 Analysis of Text Messages on the Basis of Age Background

Age background of texters plays an important role in text messages. The more they are young and adult, the more they are likely to text. But texting decreases decline of their ages.

The following table shows the number of text messages on the basis of the age background of texters.

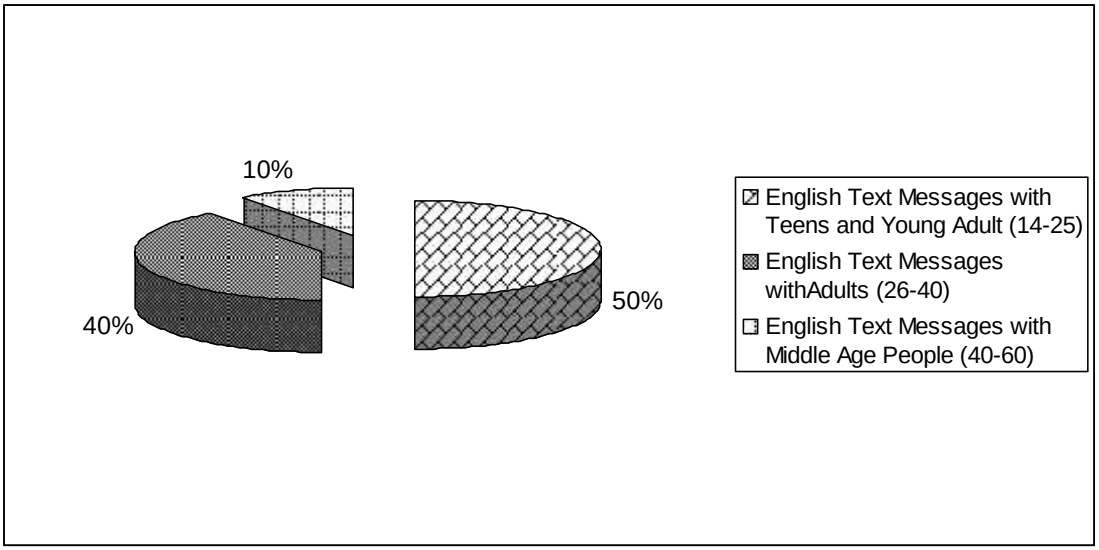
Table No.17

Number of Text Messages with Age Background of Texters

S.N		**Teens and young adult (14-25)**	**Adults (26-40)**	**Middle Aged-people (40-60)**
1	No. of text messages with age background	20	16	4
2	Total No. of text messages	40	40	40
3	Percentage of text messages with their age	50%	40%	10%

This table shows that out of 40 text messages 20 messages are found to be texted by teens and young adults. Similarly, out of 40 English text messages, 16 were texted by adults and only 4 text messages by middle -aged people.

This table can be shown in the following pie-chart.



According to this pie-chart teens and young adults have texted 50% text messages. Similarly, adult people have texted 40% text messages but only 10% text messages were texted by middle- aged people. This chart further shows that teens and young adults are the greatest users of text messages than middle-aged people, who are the least users of text messages.

3.8 Analysis of Text Messages by Gender

We find differences in texting behaviour between the gender. In this study it is found that male got mobile phones first than female and men had more phone calls than women in a week. Similarly, female were found using salutation and farewell more than male. Besides this, both male and female are found using informal languages in their text messages and both of them texted for information and fun usually with friends and relatives. Similarly, female were

found using abbreviations and emoticons more than male but both of them preferred writing short messages than long.

The following table shows the gender differences of texters in the text messages including number of abbreviations and emoticons.

Table No. 18

Differences in Texting Behaviour according to Gender

S.N		**Male**	**Female**
1	No. of text messages using text language	18	20
2	Total No. of text messages	20	20
3	Percentage of use of text language	90%	100%
4	No. of text messages containing abbreviations and emoticons	3	10
5	Total No. of text messages	20	20
6	Percentage of use of abbreviations and emoticons	15%	50%

This table shows that female's text messages contain cent percent use of text language (abbreviation), i.e. 100%. Comparatively female are the frequent users of text language (abbreviation) than male. Similarly, 90% of male's text messages are found using text languages. In the same way, 50% of female's text messages are found using abbreviations and emotions than their male counterparts which contain only 15% text language.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

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

1. All the distinctive features (viz pictograms and logograms, iniitialisms, non-standard spellings, omitted letters and shortening.) were found in use in text messages by both male and female.
2. It was found that out of total words produced by different mobile users 41.72% were in text languages (i.e. abbreviations).
3. Among the total used words by the female 44.75% were abbreviations in comparison to their male counterparts who used 38.46% abbreviations.
4. Mathematical digits or numerals (homophonic numbers) are commonly used to represent words. It has been seen that both male and female used such numbers. Male used 50% digits and female used 75% digits to represent words or phrases.
5. English alphabets (letters) are frequently used to represent English words. It is found that such letters are maximally used by female than male. That is to say female used 95% letters and male used 80% letters to convey the meanings of intended words.
6. Alphanumeric homophones are also used to represent words or phrases. The study shows that female are the lesser users of such alphanumeric homophones (only 5%) than male who are found the common users of such homophones (i.e. 30% users of it).

7. Non-linguistic signs or symbols are used in text messages to convey the contextual meaning.
8. There are different trends of using abbreviations. It has been found that initialisms (abbreviations) are maximally used by female. Their text messages contain 50% initialisms. It shows that female have used such initialisms for the purpose of time saving and to focus on the content than on the structure or the language than male who have used only 10% initials to represent words or phrases.
9. Omissions of letters are another feature of text messages commonly found used by different texters. Omitted letters were used in the highest rate than other distinctive features of text languages. It was found that female used cent percent (i.e. 100%) omitted letters in their texts and even male used 90% of them to represent words or phrases. This shows that female, to a great extent, have the sense of economy and informal variety of languages in comparison to male.
10. Spelling mistake or lapse of spelling (i.e. use of non-standard spellings) were found common in both male and female texts but more particularly male have lesser percentage of spelling mistake, i.e. 55% than female who have 65%use of non-standard spellings. Use of ‘z’ instead of apostrophe (‘s) and plural form is found in some text messages. For example,’ dayz’ instead of ‘days’ and ‘howz’ instead of ‘how is’.
11. Shortenings are also found in the text messages of different mobile users. Altogether 14 shortenings were found in text messages. Among them male’s 5 text messages contain shortenings which occupy 25% of total number of text messages and only 2 text messages of female were found with shortenings which occupy only 10% of total messages by them.

12. While dividing text messages on the basis of age background of texters it was found that teens and young adults are the greatest users of text messages and middle- aged people are the lesser users of them.
13. It was found that male got mobile phones first than female and men had more phone calls than women in a week. Similarly, female were found using salutation, farewells, abbreviations and emoticons more than male.
14. Text language (abbreviations) is used mostly to express informal, normal and happy feelings, emotions, etc. Most of the mobile users were found to be texted for information and fun usually with friends and relatives.
15. It was found that female were cent percent users of text language (i.e. 100%) and male used 90% text language in their text messages.
16. Female were the greatest users of abbreviations and emoticons, i.e. they used 50% abbreviations and emoticons in their text messages but only 15% were used by males.

4.2 Recommendations

This present research is not a complete study of text messages. It is a tiny part of whole construction. We do not find text languages being used for classroom purpose but it has been popular among teens and young adults in this twenty first century. So the research study may not be directly related to the classroom purpose but indirectly it has great effects in students' teaching/learning activities. As we know that text message is a variety of language and this matter should be managed in the classroom. If there are students who are unaware of the difference between text language and standard English, then it is up to teachers to make them aware of it. It means teachers should improve the students' discourse skills which are being hampered by text languages. However, on the basis of findings derived after the rigorous analysis of use of

English text messages in Nepalese context, the following pedagogical implications can be suggested.

1 Use of text language (abbreviations) in the present world is a natural phenomenon mainly in the field of electronic communication. So the language teachers and students should be up-to-date with text language.
2 The students entering an examination hall should be aware of the difference between formal and informal English or between standard and non- standard English and should not use textisms in their writing.
3 Both the teachers and students should be up-to-date with the distinctive features of text messages and should compare its distinctiveness with formal English.
4 The teachers should make the students familiar with all the non-linguistic signs or symbols witch are used in text messages to convey the contextual meanings.
5 Although uses of text language (abbreviations) enhance learners' communication skills yet it is not much in practice in the classroom. So this type of new discourse should be introduced for communication and should be managed in the classroom.

As this study is not complete work in itself, there are still different aspects to be discovered and analyzed in the field of English text messages. That is why this research certainly has some gaps or shortcomings and these gaps should be fulfilled by further researches with new innovations. Therefore, the researcher on the basis of data, attempts to offer some recommendations for the betterment of further researches of this nature.

1. Effectiveness of English text messages in enhancing learner's communicative skills can be the topic for the further research.

2. Comparative study can be done between the students of public and private schools and public and private colleges.
3. Further research can be done to compare the languages of texting with that of formal written English.
4. Further study can be done on use of text language in terms of language functions such as social functions and informational functions.
5. To find out text abbreviations in Nepali text messages can be another topic for analysis.

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APPENDICS

Appendix- I

Text Messages from Male Mobile Users

S.N	Incoming text Messages
1	**Uddhav Subedi** **Age: 48** **+9779849099538**
	Gud morning sir. Me Ramesh. Do U 've buks fr commerce students? They wanna ten business statistics. When cn I send them in ur shop?
2	**Rajendra Lamichhane** **Age: 32** **+9779841899786**
	Hi dear.how R U. what R U doin dis time. its time fr lunch,do U have?Me having. Send me msg with ur brther's mob. no.then 2night I wil cal him.
3	**Raju Pathak** **Age: 20** **+9779804983810**
	I don't eat @ morning bcoz I mis u, I don't eat @ lunch bcoz I mis u, I don't eat @ dinner bcoz I mis u,I don't sleep @ nite bcoz I'm hungry….? Hey man how is days in ktm?
4	**Cijung Rai** **Age: 41** **+9779841799358**
	I don't have any good income now a days. How abt U?
5	**Dinesh Adhikari** **Age: 30** **+9779841624697**
	Where R U? How do u spend ur time and now what R u doing? N what is ur program for 2morrow?

6	**Janak Dhugana** **Age: 23** **+9779803559625**
	Janak,do you know ur routine fr exam is published. It's frm 23rd Dec.How ur prep fr exam.Me nt studying well N now in tense that how 2 complete d course.
7	**Basanta Shrestha** **Age: 35** **+9779841246878**
	Do U 've T? R U coming to my rum or not?
8	**Manu Ram Pathak** **Age: 38** **+9779849387469**
	Sir, tomorrow come college having information from news.
9	**Kul Nidhi Adhikari** **Age: 25** **+9779841250580**
	Wanna hug u, Wanna kis u Wanna luv u Wanna b W u Bt all d things r not poss,u r far away that I can't even touch u.so I'm mis in u.
10	**Rameshwor Upreti** **Age: 38** **+9779851108136**
	Bro,U look the land and confirm it.Anil has 3.5 lakh N ask him fr giving that money. If U like it I 'll have no prob.

Appendix –II

Text Messages from Male Mobile Users

S.N	Outgoing Text Messages
1	**Uddhav Subedi** **Age: 48** **+9779849099538**
	Ramesh, now ten buks r nt with me.bt I'm goin to tek them 2day. U wil get them 2morrow.
2	**Rajendra Lamichhane** **Age: 32** **+9779841899786**
	Thanx my babe for msg.me fine n now 8 mugling. May b 8:30 I wil reach. Me already had lunch.Mob. No.is 9841519420. u tek care. I wil be there soon.
3	**Raju Pathak** **Age: 20** **+9779804983810**
	Everything is fine here. Me in sis's room. When apply fr UK I 'll be there. U take care,HAGN.
4	**Cijung Rai** **Age: 41** **+9779841799358**
	I 've also same problem.Customers don't come as they b4 few months.
5	**Dinesh Adhikari** **Age: 30** **+9779841624697**
	Me in cyber and very bg.Many people r here for internet fones and i can't leave from here. 2morrow also I'll be here.

6	**Janak Dhugana** **Age: 23** **+9779803559625**
	Yes I just knew it from Susma. Fully nt prepared bt somehow study is goin on. Don't worry we 've still one month.
7	**Basanta Shrestha** **Age: 35** **+9779841246878**
	I 've already taken T n what abt U? 2day I 've many things 2 do here. So nt coming bt u b sure that I 'll com 2morrow.
8	**Manu Ram Pathak** **Age: 38** **+9779849387469**
	Ok sir, thank you.
9	**Kul Nidhi Adhikari** **Age: 25** **+9779841250580**
	How (^–^) msg. I'm (*o*) cing ur luvely msg. Don't feel alone and when U need me then jst close ur eyes N remember me I always b with U.
10	**Rameshwor Upreti** **Age: 38** **+9779851108136**
	Arjun, I 've looked the land N it's good. So it 'll b ok to invest dat land.

Appendix –III

Text Messages from Female Mobile Users

S.N.	Incoming Text Messages
1	**Sushila Upreti** **Age: 35** **+9779841820615**
	Honey, where r u? Me noe at hom bt I didn't find ki. R U comin fast?
2	**Biddhya Rijal** **Age: 24** **+9779841246155**
	I rote ur name in sky, wind blow it. I rote ur name in d sea, water wiped it. I rote ur name in my heart, I got heart attack…aaaah..how R U? 've meal?GN
3	**Trishna Bajracharya** **Age: 21** **+9779841805608**
	Hi, wat's up? Howz ur day goin? Now a de R U bg? U havn't miscal me. So dat I,d ask u.TC N met me.
4	**Basundhara Dhital** **Age: 24** **+9779849095270**
	Hi Basu how r u? Wher R U now a dayz? I 've heard abt ur vissa processing fr UK? Wat's goin on? Plz rply.
5	**Sunita Sharma** **Age: 24** **+9779841179014**
	Thanx my dear. I think ur luv n care n mom's lap both r equal need bt dis time I ned my heart than that. I feel glory, proud, N lucky that I got u who loves me very much,really u r so lovely. What happened ur research proposal?My luv plz sms me.

6	**Asha Burlakoti** **Age: 18** **+9779808290634**
	If I was a bird, I'll fly n com there. If I was wind,I 'll com there n touch ur heart.If I was a drm, I ;ll com there n remain inur eyes.
7	**Aarashi Ghimire** **Age: 18** **+9779803073130**
	4 give without explanation N even luv without comn. Hey,R U goin college 2day?plz inform me.
8	**Sabitri Bhusal** **Age: 32** **+9779841702424**
	Hi sweety,me absol fine. How abt U,asp daughters? My col is going 2 b closed due 2 X.I mis all of U. TC Gudnite.
9	**Barsha Adhikari** **Age: 23** **+9779841711732**
	Happy X 2009. I wd like 2 wish u 4 a good health N happiness, success N togetherness of family fr ever, AML 2 U.
10	**Kabita Gurung** **Age: 29** **+9779841704674**
	Hw R u? Me fine N nw pregnt, 4 mnth completed N riting thesis bt nt sure of completing it. Our result wil be @ d end of this mnth. Did u finish ur thesis? Wat u doln now a dayz?

Appendix –IV

English Text Messages from Female Mobile Users

S.N.	Outgoing Text Messages
1	**Sushila Upreti** **Age: 35** **+9779841820615**
	Me in d shop. I'm comin.
2	**Biddhya Rijal** **Age: 24** **+9779841246155**
	Hw funny msg. Fine. No meal yet,GN 2.
3	**Trishna Bajracharya** **Age: 21** **+9779841805608**
	Hi! M fine N wat abt U dude? M nt bg bt no tim 2 giv U miscal.
4	**Basundhara Dhital** **Age: 24** **+9779849095270**
	Me fine. Wat abt U? Me in ktm. Vissa pross fr UK is goin on bt I 've nt got it now. It may tek 5 or 6 months 2 get it. KIT, bye.
5	**Sunita Sharma** **Age: 24** **+9779841179014**
	Oh really,it means 1st time I win agst u bt I think it goes 2 u coz when U came in my dream N kis me then I surprised that is this reality that wake up.My research proposal is passed. Luv U dear,bye.
6	**Asha burlakoti** **Age: 18** **+9779808290634**
	Hello fren who R u?

7	**Aarashi Ghimire** **Age: 18** **+9779803073130**
	Jst wake up n me goin college bt not sure abt having class.
8	**Sabitri Bhusal** **Age: 32** **+9779841702424**
	Dear,we all r fine.U don't tek any tension here.daugh r taking exam.They 'll have also winter vac fr 15 days.N my result 'll publish in jan.U 2 Tc,GN.
9	**Barsha Adhikari** **Age: 23** **+9779841711732**
	Thanx.Same 2 U as well. My xxx 2 u. I'm zzz.Gudnight.
10	**Kabita Gurung** **Age: 29** **+9779841704674**
	Me fine,vry…. Congratulations. I've nt started, what u hv S or D?

Appendix -V

Interview Survey Questionnaire

The following are the number of questions to which respondent supplied the answers accordingly (One example from Male texter).

Name: Uddhav Subedi

Age: 48

Gender: Male

1) Do you have your personal mobile phone?
   - Yes.
2) Do all members use mobile phones at your home?
   - No.
3) Who got mobile phone first in your family?
   - Me
4) Have you seen your father or mother sending/receiving text messages?
   - No
5) How many phone calls do you have in a week?
   - 30/35 calls
6) How many text messages do you send in a week?
   - Three or four
7) How many text messages do you receive in a week?
   - Around eight.
8) Do you have more phone calls or text messages in a week?
   - More phone calls.
9) With whom do you usually SMS?
   - With Known customers.
10) Who send text messages more in your Family?
   - My son.

11) What types of language you use while sending text messages?

- Both formal and informal according to the situation.

12) What is the purpose of sending text messages?

- For information

13) Do you text in English or Roman alphabet?

- English.

14) Do you use salutations and farewells while sending messages?

- Sometimes.

15) Do you use abbreviations and emoticons for texting purpose

- No.

16) Do you send/receive long or short text messages?

- Short.

Appendix -VI

Interview Survey Questionnaire

The following are the number of questions to which respondent supplied the answers accordingly (One example from female texter).

Name: Barsha Adhikari

Age: 23

Gender: Female: Female

1) Do you have your personal mobile phone?
   - Yes.
2) Do all members use mobile phones at your home?
   - Yes.
3) Who get mobile phone first in your family?
   - My husband
4) Have you seen your father or mother sending/receiving text messages?
   - No
5) How many phone calls do you have in a week?
   - Around 30 calls
6) How many text messages do you send in a week?
   - Around 8 or 9 messages
7) How many text messages do you receive in a week?
   - Around 10 messages.
8) Do you have more phone calls or text messages in a week?
   - More phone calls
9) With whom do you usually SMS?
   - With husband and friends.
10) Who send text messages more in your Family?
   - My sister

11) What types of language you use while sending text messages?

- Informal language

12) What is the purpose of sending text messages?

a. For information and fun

13) Do you text in English or Roman alphabet?

- In English

14) Do you use salutations and farewells while sending messages?

- Sometimes

15) Do you use abbreviations and emoticons?

- Yes

16) Do you send/receive long or short text messages?

- Short