

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of human communication. It is especially human possession. Language helps human beings to communicate, interchange and share their ideas, opinions, thoughts and emotions to each other. So, it can be compared with a bridge, which connects one side of the river with the other side, so does language with the people.

In Jespersen's (1904) words, " Language is not an end in itself, just as little as railway tracks, it is a way of connection between souls a means of communication ...language is the most complete, the richest, the best means of communication, it bridges the physical chasm between individuals..."(p.4).Similarly, stressing language as purely human communication Sapir (1978) says, "Language is purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols"(p.8).

Richards et al. (1985) says, "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).

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

Oxford Advanced Learners Dictionary of Current English (2005 p.826) defines, "language as the system of communication in speech and writing that

is used by people of a particular country or area.” According to (1918 p.213), “Language is a French term introduced by Ferdinand de Saussure to refer to the human biological faculty of speech. It is distinguished in his approach from langue, the language system of a speech community.”

To sum up the definitions, language is the means of human communication which helps human beings to share and exchange the ideas, express the feelings and opinions. It can be used for various purposes like establishing and maintaining relationship, practical and instrumental etc with its arrangement of sounds. It is the distinctive property of mankind because of which human being seems to be extraordinary and superior to other living beings.

More than six thousand languages are spoken in the world. Among these languages, English is the most dominant language in the present day world not simply because British, American, Australian and Canadian people speak it but because of other prominent roles it plays in various countries in particular and in the world as a whole. It is the most widely used language in the world. The use of English is so universal that it is used as an official and semi-official language in over sixty or more countries. It is recognized by the UN as an international language. Many people speak it as a mother tongue where it gains official status in such domains as government, mass media, law court and educational system. In many countries, English is taught and learnt as a foreign language of international significance including Nepal. Expressing the importance of the English language, Sthapit (2002 p.3) mentioned the views that Nepalese learners learn English for practical and instrumental purposes, i.e. for international communication and communication across communities. It also stores the largest body of knowledge and literature. Most importantly, English is used as Lingua Franca for the people belonging to different speech communities worldwide. English is dominant in almost all areas of concern in

the present day world as in international diplomacy, foreign mission, mass media, science and technology, academic world, politics, trade and many more.

1.1.1 Language Skills

Language learning or teaching requires the development of four skills viz. listening, speaking, reading and writing. To get mastery over language equal emphasis should be given to all the four skills.

Speaking and writing are called productive skills because one produces language when s/he uses these skills. Since the language users seem active while using these two skills, they are called productive skills because through these skills people produce language. Contrary to this, reading and listening are receptive skills. These two skills are also called passive skills as the receiver seems passive while listening or reading but mental process remains active.

These language skills are learnt in proper order. Among these four skills listening and speaking are acquired earlier and informally while acquiring mother tongue. But some sort of training is required for learning to read and write. Thus, if we observe our communicative activities we communicate mostly by first two language skills: listening and speaking. It is because these are the skills possessed by both the literate and illiterate people. Reading and writing, on the other hand are possessed by only literate people but these are not less important in daily communication of this modern age. Many organizations and institutions make use of writing as a tool to exchange message interchange ideas and information.

1.1.1.1 Writing Skill

Writing skill has become the most powerful pedagogical tool in the field of language teaching since the emergence of Grammar Translation Method. Most of the classroom as well as examination activities are, by and large, dependent upon writing system. In this sense, writing is often needed for formal and informal testing. Writing activity provides a variety in classroom activities where only oral practices are focused. In that situation, writing activity serves as a break and students can utilize their imagination and creativity through their discourse. Writing skill helps human beings to communicate with one another and transmit their accumulated culture from one generation to another. Similarly, writing helps to solidify the student's grasp of vocabulary and structure. Moreover, writing skill can complement the other language skills as well. It is argued that accuracy aspect of language can be developed only through writing skill.

The introduction and practice of some form of writing enables the students to provide for different learning style and needs. The students who do not learn easily through oral practice find writing as a paramount aid to retention. Hence, writing skill is equally important for those people who are linguistically dumb when they are supposed to speak.

By and large, everybody wants to get the flavor of writing. The ideas of any people can be reflected through writing. The writing of any people can be reflected through his/her handwriting. Even a child and uneducated people also evaluate the handwriting though they cannot read the content presented in that written text. So if somebody has a good handwriting and writing skill it will enhance the personality of the learner.

The nature of language skill is so complex that we have to manipulate the ideas and put in order to communicate with the readers. Moreover, writing is a difficult skill because we are required to write on our own without any immediate feedback. In addition to it, writing involves the use of instruction. Writing skill is complicated in nature because it demands the thinking power as well as the skill of integrating the ideas in particular grammatical structures.

a. Characteristics of Writing Skill

Writing is an art of using language but it is a complex task to write clearly and explicitly. In this context Richards (1974) says, “Learning to write either first or second language is one of the difficult tasks.” Correct and effective writing in logical sentences structures is the most desired thing. Simplicity and directness are the most useful properties of good writing”. (as cited in Paudyal, 1995, p.18). In fact, making a simple and clear piece of writing is difficult from the syntactic and semantic point of views. It requires a good imagination and logical sequence of thoughts. The following points show the essential characteristics of a good and effective writing (Gear and Gear,2007,p.387).

i) Economy

A good writer may express his or her thoughts or ideas briefly and effectively. There should be economy of words but effective writing can be popular for every reader because it saves time, energy and materials, as well as writing should be direct, definite and exact so that it can be understood easily. The more economy in writing the less chances of occurring mistakes. Economy of words without loosing the meaning is one of the best qualities of good writing

ii) Simplicity

The second quality of a good writing is expressing the thoughts and ideas in a natural way without any complexities. It should avoid the unnecessary stylistic words, genres, jargons, flourishing ambiguous words and so on. Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the gist of writing.

iii) Clarity

Murica and Macintosh (1979) say:

A good writing should be plausible. The writing must be free from ambiguity and should also be explicit and it must be out of bewilderment, confusion, unproved and ambiguous ideas which should be presented in clear, orderly readable, understandable and informative order. The writer should have the idea of “what to say, how to sequence, what is said and how to express what is said (p.192).

Thus, a good writing should avoid exaggeration and self contradictory statements. This means the writer should have clear vision on his expression which requires depth knowledge on the topic he requires to write.

iv) Continuity

According to Perumal (1984):

Continuity of thoughts and nature cogency in ideas are important features in writing. There must be continuity of thoughts from one word to the following word, from one phrase to next phrase, from one

sentence to another sentence, from one paragraph to second paragraph and from one chapter to next chapter (p.16).

The concept of continuity of thought is on the natural linkage of ideas. It should maintain a standard from the beginning to the end.

V) Free of Errors

The writer cannot use the whole range of facial expressions, gestures and general body language to convey the message. As writing is permanent record of ones thoughts or ideas, it must be accurate. Every written piece has to be free from lexical, syntactic, semantic and grammatical errors.

Besides, every good writing must have examples and illustrations to explain abstract and difficult ideas and new information. There should be appropriate facts, figures, depth of knowledge specifically a maximum objectivity in every piece of effective writing. Writing involves thinking, planning, assembling, classifying and organizing processes. Thus, ability to write a good or effective English is not a semantic one, actually it refers to the relation of meaning that exists within the text, cohesion occurs when the interpretation of same elements in the discourse is dependent in that of another.

b. Categorization of Writing

The categorization of writing has been done on the various criteria. The internet source <http://.utk.edu/ugcouncil/docs/requirements/writAssign.doc> has categorized the following way.

i) Formal and Informal Writing

Informal Writing Assignments and Activities

Informal writing often consists of short, impromptu assignments or activities that help students think through key concepts or test students' understanding of ideas presented in a course. These informal assignments are often done in-class or as homework and are often ungraded (or assigned a credit/no credit grade), with instructors perhaps doing a quick read to see how students are comprehending and processing the information. The following is a list of sample informal writing assignments and exercises:

-) Discussion starters: responses to questions or prompts posed at the beginning of class—by teachers or students—to initiate or focus discussion
-) Summaries: paragraph or page-long summaries of class lectures or discussions, of assigned readings, or of writing assignments (to see if students understand the purposes, goals and criteria)
-) Reading responses: responses to a question related to assigned readings—either analyzing, reflecting on, or reacting to key concepts
-) Journals or logs: observations, process records, narrative or descriptive reflections
-) Annotations: notes on key ideas and brief evaluations of the strengths and weaknesses in an article
-) Pre-test Warm-up: having students generate problems for an upcoming test and to draft solutions; having students write in response to sample test questions

Formal Writing Assignments

Formal assignments are longer and are typically prepared over the course of a few weeks or even longer. As a result, they are often broken into stages of working drafts and revisions or of research proposals followed by research papers. Formal assignments help students learn the language and knowledge of a discipline and may give students practice with discipline-specific conventions and formats. These longer, more formal assignments typically count more significantly in terms of the overall grade. The following is a list of sample formal writing assignments:

-) Project/lab notebook
-) Essays (interpretive, analytical, expository, persuasive)
-) Essay exams
-) Papers
-) Reports
-) Research projects/papers
-) Case Studies/case book
-) Articles
-) Reviews
-) Proposals
-) Abstracts
-) Editorials
-) Letters

McAvey in his lesson plan for the learners of advanced, intermediate and upper- intermediate presents the following differences between formal and informal writing. (<http://www.onestopenglish.com/section.asp?docid=146337>)

Formal features	Informal features
Vocabulary items	
Latin based words Uncommon words	Anglo Saxon words (phrasal verbs) Common words
Punctuation	
Full words	Abbreviations Contractions
Grammar	
Passive constructions Noun phrases Complex sentences	Active constructions Verb phrases Simple sentences

It is the style of writing, or the way we use words to say what we want to say. Different situations call for different ways of putting words together. The way we write in academic and scientific settings differs greatly from the way we write to a friend or close one. The tone, vocabulary and syntax, all change as the occasion changes. This difference in the styles of writing is the difference between formality and informality, or the difference between formal and informal writing.

c. Stages of Writing

The activities in writing reflect the four major areas of learning. Writing is one of the four skills. This is the last skill to be acquired by any learner. In this context (Rivers, 1968) says:

It has for many years, even centuries occupied a large place in teaching and learning procedure in schools to be implied the ability to read and write in the native language and it is this skills which

students have practiced in class (p.240). (ibid, 1968) further adds, the activities in writing reflect the four major areas of learning involved in the writing process. The students must learn the graphic system of the foreign language; he must learn to spell according to the conventions of language; he must learn to control the structure of the language so that what he writes is comprehensible to his reader; and he must learn to select from among possible combinations of words and phrases those which will convey the nuances he has in mind in the register which is most appropriate... (p. 244).

Writing is not then, a skill which can be learned in isolation. To elucidate this (Rivers, 1968, p.244) says:

Apprentice stage of writing, which will last for a considerable time, what the students must learn, apart from the peculiar difficulties of spelling or script, is a counterpart of what he has learn for the mastery of listening comprehension, speaking and reading with the activity of writing to consolidate earning in these areas...

To be able to write in the foreign language, the students must be able trained systematically through five stages of development: copying,

Reproduction, recommendation, guided writing and composition (Rivers, 1968, p.246). They are given briefly below.

a. Copying

The first stage, copying (sometimes called transcription) involves learners repeating copying to himself what he is writing, so that he deepens the impression in his mind of sounds the symbols represent, and has further repetition practice of basic dialogue or pattern sentences.

b. Reproduction

During the second, or reproduction stage, the students will attempt to write without originality, what he has learnt orally and read in his textbook. This is only possible if the students have been trained habits of accuracy during the copying stage.

c. Recombination

The third stage is the recombination stage, where students are required to reproduce learned work with minor adaptations. In this context (Rivers, 1968, p. 247) says :

At this stage, writing practice may take a number of forms.

Students will write out structures drills of various kinds: making substitutions of words and phrases, transforming sentences, expanding them to include further information within the limits of

learned phrases, contracting them by substituting pronouns for nouns and single words for group of words

d. Guided Writing

At this stage, guided writing (Rivers, 1968) says:

The students will be given some freedom in the selection of lexical items and structural patterns for his writing exercise, but within a framework which restrains him from attempting to compose at a level beyond his state of knowledge. He will begin with outlines given (p. 250).

The students may begin with completion exercises where parts of sentences given and the structural pattern is thus established for him. Each students will, however be expected to construct an individual answer by his choice of a completion.

e. Composition

The final stage of composition involves individual selection of vocabulary and structures for the expression of personal meaning. At this stage the students will be increasing his understanding of the differences between speaking and writing a foreign language. Apart from conventional differences in style, he will be trying to express himself more concisely, more descriptively, less casually.

1.1.2 Electronic Language (E- Language)

In the context of Computer Mediated language, Berge and Collins (1995 as cited in Sapkota,p.3) write “CMC describes the way we, human, use computer systems and networks to transfer store and retrieve information, but our emphasis is always on communication.”

Oxford Advanced Learner’s Dictionary (2005 p.493) defines electronic as, ‘connected with electricity using, produced by or producing electricity.’ By this definition ‘electronic language is the one which is used in e-mail and SMS through cell phone, by making use of electricity.’ The language used through such types of devices are generally very simple and short using less number of graphemes or symbols of representation, e.g. ‘**coz**’ for ‘**cause**’, ‘**4**’ for ‘**four**’ and ‘**2day**’ for ‘**today**’. As **OALD** gives another meaning of electronic as ‘full of excitement making people excited,’ such types of languages are full of excitement and different than usual language.

The language used in such devices like computers and mobile make use of very simple and short language. Mostly, the long words are put in short form so informal language is used which is not usually or formally spoken or might be within any other language in Roman script. Some of the examples, taken from **OALD (2005, appendix, 57(I))** below show how the words and phrases are shortened and sometimes replaced by symbols on e- language.

1.1.2.1 Main Features of E- language

E-language is a new and hybrid type of language which is commonly in practice by the users in the access of computer and mobile. The present era has not only changed the living standard to the human beings but also the communication system as well in technology. The use of internet and e-mail

through computer and communication in mobile has made the communication system easier and narrowed down the world too. Besides, making the lives easy and near, this present communication system is quite expensive as well so the users try to convey their message in such devices using short but comprehensible language. Such shortened communicative language may or may not accept standard form.

The following lines present the main features of e- language on the basis of the examples presented in OALD seventh edition (2005), appendix, (57i).

a) Shortening

Acronymic and abbreviated shortening is one of the noticeable features of e- language. They are integral and popular in e-mail and SMS to present common phrases that people say to one another. They are used so much is because it is quicker and easier to type out a few letters rather than typing out the full expression. Private e-mails, SMS and chat are often used with short forms. Some of which are already in use before the advent of computer. The following example shows the shortening in CMC.

Shortening	Full Forms
ATB	All the Best
ASAP	As Soon As Possible
ILU	I Love You
KIT	Keep in Touch

b) Alphanumeric Representation

Representation of targeted expression with its numeric and alphanumeric representation is the other type of feature. The message is represented either in

numeric or alphanumeric way so as to be shorter in expression like to as 2, today as 2day. Some of the examples from OALD are given below.

Usual Words	Alpha/ numeric representation
Today	2day
Tomorrow	2maro
Before	B4
Bye for now	B4N
Face to face	F2F

c) Change of Spelling as Sound

Words in e-mail and SMS are spelled as sounds which have been creating spelling errors. The words are spelled in various ways even by the same and different users. e.g. fren for friend, rison for reason, skol for school.

d) Symbolic Use of Alphabet

Alphabets in the e-versions are used with symbols. The symbols used are only familiar to its frequent users since the symbols have no relation in its standard forms. e.g x for kiss and XOXO for hugs and kisses.

e) Code Switching

Hudson (1980, p. 56) defines code switching as “The use of different varieties at different times.” Similarly, Trudgill (1983, p.75) says, “Code switching means switching from one language variety to another when the situations demands.”

Every normal human being can convey his/her message to others with the help of language. At the same time conveying of message, if the interlocutors are monolinguals then the process of conveying it is possible in a single language but if they are bilingual or even multilingual then there may be certain concepts which are very difficult to clarify to the other party with the help of single language. When a bilingual or multilingual person takes part in conversation with the other person who also knows and uses two or more languages, he/ she often shifts from one language to the other language. Sometimes speakers may intentionally mix the codes and sometimes they unconsciously mix them. A bilingual speaking to other bilingual may choose the appropriate language unconsciously with no extra time or effort. Code switching is found even in online communication as well where bilingual communicants write few words in one language and some others in the other language. This process of shifting of one language to the other is generally known as code switching.

f) Use of Emoticons

Smileys and emoticons in e-mail, chat and SMS are used in order to compensate for the absence of the non –verbal dimension of communication. It enriches the means of expression and makes conversation look more real giving it the face- to-face communication. The following are the emoticons given in OALD seventh edition.

Some emotions used in electronic messaging:

Symbols	Meaning
: -)	Happy
: -(Sad

;- ,	Winking
:- *	Kiss
:- x	My lips are sealed
:- o	Surprised
:- Q	I don't understand

Communication which is mediated by the computer and the internet may be described with a number of terms including virtual communication, online communication, electronic communication, cyber communication, or even cyber communication, etc. All these are technically referred to as CMC which can simply be defined as a domain of information exchange through the computer (Baron, 1998).

To be specific, out of the various terms used for CMC here is electronic communication and particularly e- language is used since the language used in such text is different than usual communication system where the reflection of real time interaction can also be found with the help of emoticons like ☺ 'happy' and ☹ 'sad', repetition of sounds and punctuation marks like byeeee, k6????????? etc.

1.1.2.2 Types of E- Language

E-language is a new way of communication with new forms of language, customs, and norms. It includes not only person to person and group –to – group communication but also person to group communication. Computers are contacted as when individuals read or download documents on the World Wide Web (WWW) and similarly, mobile is also one of the new means of

communication using the varieties of similes and pictures in this present world. Mostly the types of e- language can be divided into two types.

a. Synchronous modes: ICQ, IRC, CHANNELS, MUDES

Dictionary of computer defines:

This is an online mode of communication which enables individuals simultaneously logged on to chat by real time typing. The ICQ, IRC CHANNELS and MUDES are the examples of synchronous types. ICQ is a programme that enables individuals to track others on the entire internet IRC and many other chat rooms on the web. The IRC is one of the main systems available to users consisting of thousands of rooms with different topics (Illingworth and Pyle,1996,p.26).

This type of communication enables the users to experience real and face to face communication although they are in distance in real.

b. Asynchronous Modes: E-mail, Internet, SMS

In this type, “the interaction is stored in some format and made available to users upon their demand. So they can use and re-use it either adding or deleting some items from the text. E- Mail, internet and SMS are the examples of this type” (Illingworth and Pyle,1996,p.26).

1.1.3 Electronic Language and Writing

Writing is the most complicated task of language production. It is the act of language putting down the graphic symbols that represent language in order to

convey some meaning so the reader can grasp the information what the writer has tried to impart. This is a powerful medium of expression.

Stressing writing as personal business Brook, (1964) states that “Writing is a highly personal affair in which the learner must respect all the mandatory features of the target language code as it appears when written, while at the same time being permitted and encourage to exploit the violation and creative aspect of the two language to extent that his ability and experience permitted” (p.167). Harmer (1991) discusses the relationship shared by all language skills where he stated “writing has an interrelationship with other language skills. It is one of the creative skills of language. The act of writing itself is a commitment. Speech vanishes as soon as uttered but writing does not go away on its own. Writing enables one to organize, experience and structure the world one has extended control for one is not interrupted by another party” (p.132).

If we observe two productive skills: speaking and writing, the latter requires more accuracy than speaking and thus special focus is a must on teaching and learning writing. Clarity, appropriate punctuation marks, correct use of grammatical sentences, stylistic techniques for focusing on the main points are required to have an effective writing. But because of globalization and excessive use of modern technology the world has been narrowed down. Students have easy excess to gadgets like mobile and computer. Such inventions of science and technology have the impact on every part of the world. Similarly, language also cannot be free from such impact. Although language used in writing should be standardized variety yet the students at the present day have started using e-language variety when they are asked to produce a written text which may be the result of the use of computer and mobile.

Researchers at the University of Toronto have pointed out that teenagers risk familial censure and ridicule of friends if they use slang. But IM (Instant Messaging) allows them to deploy a ‘robust mix’ of colloquial and formal language. e.g. LOL (Laugh out Loud), OMG (oh my God), TTYL (Talk to you Later) (“SMS and Chats”, 2008 May 18).

Though examples of e –language are presented above but they are not universal in nature. In the sense that, the writer or user may use the varieties in a communicable way to its receiver or reader as given below.

A word	Various Representations by its users
Because	coz, bcoz, becoz
Today	2dey, 2day
Tomorrow	2moro, 2morro, 2morrow

Besides these, the letter deletion is also the common features of e-language as the sender wants to be economic in use. Examples are cited below.

Word	Deleted Sounds
Have	hav
Come	com
Done	don
Night	nit\nite
People	pipl

However, e- language used in students’ writing makes use of vowel sounds deletion as presented in the above examples yet it is not to be used in standard writing and the consequence of such sounds deletion will have the negative impact on its users. Students’ use of this type of language in their writing is an

example of the growing trends of language change. Consequently, they may produce deviated language which is not accepted in standard use. However, the use of CMC may help for the communicative use of the language. In this context, Shanmuganathan (2001) believes that e-mail deploys written language although it has many features of spoken variety, smiley, and emotions (p.1)

1.2 Review of Related Literature

A few researches have been carried out on electronic language and writing skills separately i.e. two separate areas in the Department of English Education. Among those some researches which are related to the present study are reviewed in the following paragraphs:

Sapkota (2005) and Luitel (2006) have conducted two survey research studies on language used in electronic media entitled '**The Language Used in E-Mail, Chat and Text Messaging (SMS)** and **Language Study on SMS: A Descriptive Study**' respectively. Sapkota, in his study has attempted to analyze the characteristics features of the English language used in e-mail chat group and SMS in the morphological syntactic and functional levels. 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. Being specific to the language used in SMS, Luitel only studied the e-Language used by English and Non-English language teachers on the basis of syntactic structures, mechanics of writing, abbreviations and, non-linguistic signs, numerals and code mixing. He stated that English teachers are more grammatical and formal in using English language even in SMS than Non-English teachers. Non-Linguistic signs, numerals, abbreviations, and code switching were also found in his study. This study also did not include students as the part of study.

These two researches studied the uses of incomplete sentences, informal and colloquial use of language, mixing of code are the common features found in e-language but both of the studies did not include students as the part of the study. Khanal (2008) has carried out one more research entitled **‘Attitudes of Higher Secondary Teachers Towards the use of Computers and Internet.’** The study shows that although higher percentages of the study population do not make use of computers but they are seeking to use. The study also shows that attitudes of higher secondary teachers towards the use of computers and the internet were positive though most of the sample population did not use computer in their regular class.

Karki (1996), Paudyal (1999) Bhattarai (2002) and Bharati (2007) have carried out the comparative studies on proficiency in writing skill. Karki carried out a research on **‘English Language Writing Proficiency Between the Students of Public and Private Schools of Grade X in Lamjung District.’** He found that the students of private school who have been taught in English medium from the very beginning were found far better in every aspects than the students of government aided schools. Similarly, Paudyal carried out a research entitled **‘A Comparative Study of English Language Proficiency in Higher Hecondary Schools of Gulmi and Kathmandu.’** But the study has compared on the basis of different variables like faculty, gender, place . This study shows that the students of Kathmandu have better writing proficiency, clear handwriting, commit less error than those of Gulmi. Bhattarai has conducted another similar research like that of Paudyal giving the title **‘A comparative Study of the Writing Proficiency of the Bachelors’ Level Students,** to investigate the bachelors’ level students in free and guided composition. His study shows that the students of faculties have lower proficiency than that of institutes. Bharati has carried out a research entitled **‘Comparing Speaking and Writing Ability of Grade X Students.’** In this

research, the researcher states that developing writing skill is more difficult than speaking skill and speaking is the pre requisite for writing. The research also shows that speaking skill of a learner can develop faster than writing skill.

Findings of all these research studies show that writing is the most difficult skill to get mastery over. Since clear handwriting, logical order, selection of vocabulary in particular context and formality all these should be taken into consideration while writing any piece of text.

Adhikari (2008) and Niraula (2008) have conducted experimental researches on writing. Adhikari carried out a research on **‘Effectiveness of Using Computers in Teaching Vocabulary.’** The findings of the study shows that teaching vocabulary through computer is more effective than traditional methods in which students were found motivated and interested for learning new words. Similarly, Niraula has carried out a research on the topic **‘Upgraded Nonstop Writing as a Tool to Improve Writing Skill.’** He found that students in experimental group (B) have better progress in writing than those of group (A).

Sah (2003) has carried out a research on **‘Writing Proficiency of Grade Nine Students.’** The study shows that students were found feeling uneasy to use punctuation marks in free writing than in guided writing. Most of the students did not attempt the questions of free writing and boys are found better than girls in writing skill. Niure (2007) carried out a research entitled **‘A Study on the Writing Communicative Skills at Secondary Level Learners of English.’** In this research, the researcher states that students had grammar mistake where grammar translation method was used and teachers were not highly motivated.

Although the research studies conducted by Sapkota (2005) and Luitel (2006) have close relevance with the present study yet they did not take account of writing skill as the part of study. And similarly rest of the studies only include writing as the main part of the study. However, the research work mentioned above are related to electronic language and writing skill separately, no research has been carried out electronic language and writing skill jointly. Thus, the present study is different from the above reviewed ones. So, I have selected this topic for the study.

1.3 Objectives of the Study

This study had the following objectives.

- a. To find out the use of electronic language in students' writing.
- b. To categorize and analyze the context of the use of e-Language.
 - Categorization on the basis of:
 - Word class
 - Phrase type
 - Sentence type
 - Context of:
 - Formal and informal writing
- c. To suggest some pedagogical implications.

1.4 Significance of the Study

The present research aims to detect the use of e- language in the writing of the secondary level students. This study will be beneficial to the students, teachers, syllabus designers, the textbook writers and critical mass that are involved in teaching and learning about electronic language. It will also provide them feedback on their use of English. This study will be directly or indirectly

beneficial to the persons who are interested in e-Language. This study will also be beneficial to the students of Information Technology (IT).

It is, therefore, expected to be useful as reference material for all those who are involved in teaching, learning and using electronic language.

1.5 Definitions of the Difficult Terms

Asynchronous Communication- In asynchronous types of communication participants need not be online simultaneously. The interactions are stored in some format and made available to the users' demand. e.g. e-mail, SMS

Electronic Mail (e-mail) - the word e-mail is an abbreviation for electronic mail. E-mail that is electronically transmitted by computers through the internet.

Emoticons- Emoticons are key board symbols used to convey sentiments or emotion in an environment where body language is not available.

ICQ (I Seek You) - A user-friendly internet programme that tells us when other users are on online and lets us communicate with them. ICQ searches the net and alerts when friends and colleagues who also use ICQ sign in.

Instant Messaging (IM) - A form of E-language whereby two or more participants can carry out a synchronous written conversation. Which they can watch developing in their respective computer screens.

Internet Relay Chat(IRC)- A live chat area of internet in which real time conversation takes place through IRC software.

The Internet- It is a system of the linked computer networks worldwide that facilitates data transfer and communication services, such as e- mail, World Wide Web.

Computer Mediated Language (CMC) - The alternative terms to electronic language (e-Language).

Synchronous Communication- In a synchronous situation, all participants enter a chat room and join an ongoing conversation in real time.

Short Message System (SMS) - It is a service that allows text message to be sent and received through cell phone.

World Wide Web (WWW) - It is a part of the internet where web pages from the people all over the world are available for viewing.

CHAPTER- TWO

METHODOLOGY

The researcher adopted the following methodology in carrying out the study.

2.1 Sources of Data

To accomplish the intended objectives, both primary and secondary sources of data were used.

2.1.1 Primary Sources

The primary sources of data for the study were the students of private and public schools of Grade X in Kathmandu district. The sample schools used in collecting the data are given in the appendix VI.

2.1.2 Secondary Sources

Besides the primary sources, the researcher used books, journals, reports, magazines, articles and some previous research studies which have close relevance with the present study as the secondary sources for the data collection. Some of them are Murica & Macintosh (1975), Hudson (1980), Trudgill (1983), Richards (1985), Narayanswami (1985), Wardhaugh (1986), Byrne (1989), Kumar (1995), Crystal (2001), Rao & Lunita (Ed. 2005).

2.2 Population of the Study

Ninety students from six different schools including three private and three public schools were the population of the study.

2.3 Sampling Procedure

For this research, the researcher selected twenty five students from each school, both private and public schools using simple random sampling procedure. The researcher used fish bowl draw technique for selecting the students since the class is too large and all the students wanted to participate in answering the test items and filling the questionnaire.

2.4 Research Tool

The researcher made use of test items as the main research tool but to facilitate her study, she has used a questionnaire as well. The test items were formal and informal writing both as given in pilot study. The research tools which were used in the study are given in appendix VI and VII.

2.5 Pilot Study

To find the suitability of the research tool, the researcher had conducted a pilot test in four (two private and two public) schools of Kathmandu on eighty sample population. In this study, the researcher had selected twenty students from each school using simple random sampling procedure. The findings of the pilot study encouraged her to carry out this research as more than expected data were available in students' piece of writing. For the pilot study, the researcher had used questionnaires and test items as the tools which are given in appendix-V.

2.6 Process of the Data Collection

The researcher contacted the school authority with the formal letter of the department and her own request letter and asked them to cooperate.

After getting permission from the authority, she contacted the informants, made them convince and asked them to sit for the test and fill up the questionnaires. She facilitated them until they completed their test and filled up those given questionnaires. The test items included two formal and two informal types of writing. Finally, she thanked them for their help and cooperation.

2.7 Limitations of the Study

The study had the following limitations:

- a. The study was limited to a small portion of sociolinguistics i.e. register (use of e-Language) only.
- b. This was further limited to only four schools of Kathmandu District.
- c. The use of electronic language in the writing skill was the main studied area. So it did not cover other three skills viz. listening, speaking and reading.
- d. Only ninety students were taken as the sample population.
- e. Though code mixing is also one of the features of e- language, it was not covered in the present study.

CHAPTER –THREE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter incorporates the analysis and interpretation of the data which have been found in students' writing of grade ten in terms of word class, context of writing and its frequency of those versions.

3.1 Holistic Presentation of the E-version in Students' Writing

Writing is one of the complicated skills. It needs planning and arranging the words in the simple way to convey the message up to readers. Though writing in general should be much grammatical and standard, the students in the present world are mixing non - standard words even in writing which is one of the new inventions of language. The holistic use of e-version in different school has been shown in the following table:

Table No. 1: Holistic Presentation of the E- versions Found in Students' Writing

Private Schools						
S.N.	School's name	Total Words	E-versions	Percentage	Ranking	Rem
1.	EPS School, Minbhawan	3649	---	---	---	No use of E-versions
2.	The Excelsior School, Swyambhu	2208	198	8.96	2 nd	
3.	Pinnacle Scholars Academy, Kalanki	1618	106	6.55	3 rd	

Public Schools						
4.	Janapath Secondary School, Kalanki	1246	72	5.77	4 th	
5.	Jana Pravat Ma. Vi., Kalimati	3341	122	3.65	5 th	
6.	Vishwa Niketan, Tripureshwor	819	100	11.21	1 st	

This table shows that out of the total words used a few number of e-versions are used in students' writing. The students of Vishwa Niketan were found using the greatest number of e-Versions i.e. 100 words out of 819 words which is 11.21% of the total words used. Similarly, the students of Janapratvat used the least i.e. 3.65% of the total used words. Whereas no students of EPS School used such versions of gadgets though they made use of internet, e-mail and SMS. This may be because of the strict rule of the school.

3.2 Schoolwise Presentation of E- versions Found in Students Writing

The following tables present the e-versions found in students' writing school wise. E-versions were not used by the students of EPS School so only five schools are presented here.

3.2.1 The Excelsior School, Swayambhu, Kathmandu

The following table shows the e-versions found in the writing of the students of The Excelsior School.

**Table No-2: E –versions Found in Students’ Writing of The Excelsior
School**

S.N.	Name of the Students	E-Versions	Targeted Expression	Freq.	Word Class	Rem.
1.	Anish Raj Pandey	U r	You are	1	...	
		R u	Are you	2	...	
		Ur	Your	2	Pro	
		Fren	Friend	2	N	
2.	Auyush Sigdhel	2	To	1	Prep	
		R u	Are you	1	...	
3.	Ansu Kshetri	XLCR	Excelsior	1	N	
		Plz	Please	2	Interj	
		Goin/gonna	Going	2	V	
		Ur	Your	2	Pro	
		R u	Are you	2	...	
4.	Binod Luitel	Ur	Your	2	Pro	
		Plzed	Pleased	1	V	
		U	You	1	Pro	
		Butifl	Beautiful	1	Adj	
		Thr	There	1	Adv	
		Bg	Busy	1	Adj	
		Ya	Yes	1	Interj	
		Hi	Hello	1	,	
		Vry	Very	1	Intens	
		U	You	1	Pro	
		2	To	1	„	
		Fr	For	1	„	
Gd	good	1	Adj			

		Scol	School	1	N	
5.	Karma Yangel Gurung	Frn	Friend	1	N	
		R u	Are you	3	...	
		Getin	Getting	1	V	
		U r	You are	1	Pro	
		Angri	Angry	1	Adj	
		Wid	With	1	Pro	
		Plz	Please	1	Interj	
		Don	Don't	1	V	
		Bee	Be	1	„	
		Runin	Running	2	„	
		T.C.	Take care	1	...	
		Luv	Love	1	V	
		Iz	Is	1	„	
		Hop	Hope	1	„	
		2	To	1	Prep	
		B	Be	1	V	
		Misin	Missing	1	„	
		Comin	Coming	1	„	
6.	Nayan Nepal	R u	Are you	1	...	
		U	You	8	Pro	
		Plz	Please	2	Interj	
		Hi	Hello	1	„	
		U	You	3	Pro	
		Ur	Your	1	Pro	
7.	Nirvan Tondon	R u	Are you	2	...	
		Doin	Doing	1	V	
		Gud	Good	1	Adj	

		Nd	And	1	Conj	
		Coz	Because	1	,,	
		Comin	Coming	1	V	
		Hopin	Hopping	1	,,	
		2	Two	2	Prep	
		Da	The	1	Det	
		Dis	This	2	Det	
		Visitin	Visiting	1	V	
		Dere	There	1	Adv	
		XOXO	Hugs &kisses	1	...	
		Ur frn	Your friend	1	...	
		Skool	School	1	N	
		Wanna	Want	1	V	
		Dis skool	This school	1	...	
		Frn	Friend	1	N	
		N	And	1	Conj	
		2	To	1	Prep	
		Wid	With	1	,,	
		☹	Sad	1	Adj	
8.	Pragya Nepal	Ur	Your	4	Pro	
		Wat	What	4	,,	
		R	Are	2	,,	
		U	You	6	,,	
		T.C.	Take care	2	...	
		What's up	What's up	1	...	
		Skool	School	4	N	
		N	And	1	Conj	

9.	Pramesh Chandra Giri	R u	Are you	1	...	
		U	You	11	Pro	
		Plz	Please	2	Interj	
		Hi	Hello	1	„	
		Ur	Your	1	„	
10.	Sabina Bogati	How z	How is	2	...	
		R	Are	1	V	
		R u	Are you	2	...	
		2	To	5	Prep	
		Wat	What	1	N	
		Bg	Busy	1	Adj	
		Abt	About	1	Prep	
		B4	Before	1	„	
		Den	Then	2	Conj	
		i	I	2	Pro	
		4	Four	3	Num	
		R u	Are you	1	...	
		Skool/skul	School	1	N	
		Dat	That	1	Det	
		Dere	There	1	Adv	
		U r	You are	1	...	
		Ma	My	1	Pro	
frn	Friend	1	N			
i'm	I am	1	...			
dis	This	1	Det			
11.	Sangita Neupane	Da	The	1	Det	
		R u	Are you	1	...	
		Iz	Is	2	V	

		U	You	5	Pro	
		Ur	Your	5	Pro	
		Coz	Because	1	Conj	
		Hi	Hello	1	Interj	
		Guy	...	1	N	
		Wid	With	1	Pro	
		Plz	Please	1	Interj	
12.	Smridh Purohit	Frn	Friend	2	N	
		U	You	3	Pro	
		2	To	2	Prep	
		Ur's	Yours	2	Pro	
		R u	Are you	1	...	
		Byeeee	Bye	1	Interj	Focu- sed

3.2.2 Pinnacle Scholars' Academy, Kalanki

This table shows the e- versions found in the writing of the students of Pinnacle Scholars' School.

Table No -3: E- versions Found in Pinnacle Scholars' Students' Writing

S.N	Name of the Students	E-versions	Targeted Expression	Freq.	Word Class	Rem.
1.	Babita Koirala	Hi	Hello	1	Intej	
		R u	Are you	1	...	Phr type
		Ur	Your	3	Pro	

		Al	All	1	Quanti	
		R	Are	1	V	
		Sterday	Yesterday	1	Adv	
		Iz	Is	1	V	
		Gud	Good	1	Adj	
		N	And	1	Conj	
		U	You	1	Pro	
		Risult	Result	1	N	
		Dat	That	1	Det	
		b	Be	1	V	
		2	To	2	Prep	
		Buity	Buity	1	Adj	
		Dear	There	1	Adv	
		Da	The	4	Det	
		B baiii	Bye bye	1	Intrej	
		☺	Happy	1	Adj	
		Dis	This	1	Det	
		4	For	1	Prep	
		Coz	Because	1	Conj	
		Mis	Miss	1	V	
		☹	Unhappy	1	Adj	
		Frnz	Friends	1	N	
		Impocbl	Impossible	1	Adj	
2.	Binita Sapkota	Hi	Hello	1	Interj	Phr type
		U	You	3	Pro	
		u've	You have	1	...	
		ur	Yours	1	Pro	
		fren	Feiend	1	N	

		2!!!!	To	1	Perpn	
3.	Ishwor Silwal	Hi	Hello	2	Interj	Phr type Phr type
		R u	Are you	2	...	
		U r	You are	2	...	
		R	Are	2	V	
		U	You	4	Pro	
4.	Jasmin Prajapati	By.....	Bye	2	Intej	Focused
		U	You	2	Pro	
5.	Nikita Khanal	U	You	5	Pro	(mostly vowel deleted)
		Hi	Hello	1	Interj	
		R	Are	2	V	
		Ur	Your	1	Pro	
		Kno	Know	3	V	
		Ova	Over	1	Prep	
		Hav	Have	1	V	
		Frm	From	1	Prep	
6.	Sudip Pathak	Ur	Yours	1	...	Phr type Phr type
		R u	Are you	1	...	
		Hi	Hello	1	Interj	
		Frn	Friend	1	N	
7.	Shreya B.C.	R u	Are you	1	...	Phr type Phr type Phr type
		U've	You have	1	...	
		2day	Todey	1	Adv	
		Gonna	Going	1	V	
		U'll	You will	1	...	
		Bcoz	Because	2	Conj	
		U	You	6	Pro	
1thing	One thing	1	Quanti			

		Dis	This	1	Det	
		C ya	See you	1	...	Phr type
		Ur fren	Your friend	1	...	Phr type
		Frn	Friend	2	N	
		Gud	Good	3	Adj	
		Frm	From	1	Prep	
		2	To	1	Prep	
		Shud	Should	1	V	
		Mnths	Months	1	N	
		Dun	Don't	1	V	
		Dat	That	1	Det	

3.2.3 Janapath Secondary School, Kalanki

The following table represents the e- versions found in the writing of the students of Janapath Secondary School.

Table No.4: E- versions Found in Janapath Secondary School's Students' Writing

S.N	Names of the Students	E-versions	Targeted Expression	Freq.	Word class	Rem.
1.	Kopila Chaudhary	U	You	2	Pro	
		Ur	Your	1	Pro	
2.	Raj K. Tamang	2	To	2	Prep	
		B	Be	3	V	
		Hi	Hello	2	Interj	
3.	Pabitra Gurung	Fren	Friend	1	N	
		Thik	Think	1	V	

4.	Pratap Khadka	Thnk	Thank	1	V	
		Ricived	Received	1	V	
		Tim	Time	1	N	
		U	You	1	Pro	
		Rite	Write	1	V	
		Planin	Planning	1	V	
		2	to	2	Pro	
		Jorny	Journey	1	N	
		Da	The	1	Det	
		Tek	Take	1	V	
		4rm	From	1	Prep	
		Seen	Scene	1	N	
		Ur	Your	1	Pro	
		U	You	4	„	
		Plz	Please	3	Interj	
		Frn	Friend	2	N	
		U r	You are	1	...	
		R	Are	1	V	
		Realy	Really	1	Adj	
Afrid	Afraid	1	Adv			
5.	Sagar Shrestha	Ur	Your	4	Pro	Phr type
		U	You	3	Pro	
		Plz	Please	2	Interj	
		Frn	Friend	1	N	
		U r	You are	1	...	
		R	Are	1	V	
		Realy	Really	1	Adv	
		Afrid	Afraid	1	Adj	

6.	Sharmila Bista	Hi	Hello	Interj	1	
		U	You	Pro	1	
		Iz	Is	V	1	
		Ur	Your	Pro	1	
		Stdy	Study	V	1	
		2	To	Prep	1	
		Leter	Letter	N	1	
		Fren	Friend	N	1	
		Tek	Take	V	1	
		Hav	Have	V	1	
		Wid	With	Prep	1	
Bcoz	Because	Conj	1			
7.	Sumen Karma Chhaya	U	You	8	Pro	
		U r	You are	4	...	
		Riciv	Receive	1	V	
		Ur	Your	3	Pro	
		Frienz	Friends	1	N	
		Hi	Hello	1	interj	
		Fren	Friend	1	N	
		DeAr	Dear	1	N	
R U	Are you	1	--			

3.2.4 Jana Pravati Secondary School, Kalimati

This table shows the e-versions found in the writing of the students of Jana Pravati Secondary Schools.

**Table No. 5: E- versions Found in Jana Pravat Secondary School's
Students' Writing**

S.N	Name of the Students	E-versions	Targeted Expression	Freq.	Word class	Remarks
1	Anil Tiwari	Fren N U r R Hi U Becoz 2	Friend And You are Are Hello You Because To	2 1 4 4 1 3 1 1	N Conj ... V Interj Pro Conj Prep	
2	Arjun Chhumi	because wanna	Because Want to	3 1	Conj V	
3	Basanta Basnet	U	You	1	Pro	
4	Chhabi Dangol	Hi Ma 2 B Dere Dat Cum B4 Ur 4rm U	Hello My To Be There That Come Before Your From You	1 2 3 1 2 1 1 1 1 1 2	Interj Pro „ V Adv Det V Adv Pro Prep „	(Mostly sound deleted)

5	Iraj Thapa	U	You	5	Pro	
		Pkhr	Pokhara	1	N	
		D	The	3	Det	
		2	To	2	Prep	
		Frd	Friend	2	N	
		Hi	Hello	1	Interj	
		R u	Are you	2	...	
		Coz	Because	2	Conj	
		Plz	Please	1	Interj	
6	Nrendra Neupane	Rembr	Remember	1	V	
		Ha ha	Ha ha	1	...	
		Hey!	Hey!	2	Interj	
7	Sanish n Ranish Karki	N	And	1	Conj	
		Ur	Your	5	Pro	
		Gonna	Going	1	V	
		An	Ann	1	N	
		U	You	6	Pro	
		Da	The	1	Det	
			Happy	1	Adj	
		4rm	From	2	Prep	
chang	Change	2	V			
8	Saraj Lamichhene	Frn	Friend	1	N	
		N	And	1	Conj	
		U	You	3	Pro	
		Rite	Write	1	V	
		2	To	1	Prep	
		Wid	With	1	,	
		Gr8	Great	1	Adj	

		4	For	1	Prep	
		Frm	From	1	,,	
9	Subash	Thanx	Thank you	1	...	
	Prasad	4	For	2	Prep	
	Timilsina	Yor	Your	2	,,	
		Ltr	Letter	1	N	
		Recivd	Received	1	V	(mostly
		Ystd	Yesterday	1	Adv	spoken
		U	You	3	Pro	reflection)
		Da	The	1	Det	
		Frens	Friends	5	N	
		Pkh	Pokhara	2	N	
		Dem	Them	1	Pro	
		Na	No	1	Interj	
		2	To	5	Prep	
		Hi	Hello	1	Interj	
		Bnta	Binita	1	N	
		Rite	Write	1	V	
		Dat	That	2	Det	
		Tchr	Teacher	1	N	

3.2.5 Vishwa Niketan Higher Secondary School, Tripureshwor

The following is an inventory of the e-versions made by the students of Vishwa Niketan Higher Secondary School.

Table No. 6: E –versions Found in Vishwa Niketan Higher Secondary School' Students' Writing

S.N	Name of the Students	E-versions	Targeted expression	Freq.	Word class	Remarks
1	Girish Giri					Only code mixing
2	Ishan Thapa	Ricived Ur U 2 4 Sumer Clases 2dey Fren Rison B Frenz	Received Your You To For Summer Classes Today Friend Reason Be friends	1 2 1 1 1 1 1 1 1 1 1 1	V Pro Pro Pro Pro N N N N N V N	
3	Santosh Khanal	2ndary U As 4ward 2 Riciv Skool Loge Rite	Secondary You Age Forward To Receive School Lodge Write	1 1 1 1 1 1 1 1 1	N Pro N Adv Pro V N N V	

		Fren	Friend	1	N	
4	Suprva Thapa	Hi	Hello	1	Interj	
		n	And	1	Conj	
		r	Are	1	V	
		Sin	Seen	1	V	
		Bout	About	2	Prep	
		Giv	Give	1	V	
		Samer	Summer	1	N	
		2	To	1	Pro	
		si	See	1	V	
		Wan	Want	1	V	
		Pipl	People	1	N	
		dere	There	2	Adv	
		Hav	Have	1	V	
		ur	Your	3	Pro	
		4	Four	1	Num	
		bcoz	because	1	Conj	
		Pocble	Possible	1	N	
		Chang	Change	1	V	
Rember	Remember	1	V			
5	Radhika Aryal	Fon	Phone	1	N	(code switching also taken place)
			Sad	1	Adj	
		R u	Are you	2	...	
		Dere	There	1	Adv	
		Y	Why	1	N	
		Nt	Not	1	N	
		Bg	Busy	1	Adj	
		Ya!!!!	1	Interj	

		Ur	Your	3	Pro	
		Stdy	Study	1	V	
		Gonna	Going	1	„	
		Da	The	1	Det	
		Getin	Getting	1	V	
		Wel	Well	1	Adj	
		1thing	One thing	1	Num	
		Xam	Exam	1	N	
		Pocbly	Possibly	1	adv	
		Buty	Beauty	1	Adj	
		B	Be	1	V	
		Ha ha ha	1	Interj	
		Coz	Because	1	Conj	
		wid	With	1	Prep	
6	Ram Hari	Hi!!!!!!!	Hello	1	Interj	
	Dulal	R u????	Are you	1	...	
		Fin	Fine	1	Adj	
		Frn	Friend	2	N	
		Ths	This	1	Det	
		Grt	Great	1	Adj	
		Pln	Plan	1	N	
		Fr	For	1	Pro	
		Ths	This	1	Det	
		Ur	Your	1	Pro	
		Iz	Is	1	V	

3.3 Holistic Analysis of Word Class

The following table shows the holistic analysis of word class used in e-language.

Table No.7: Holistic Analysis of Word Class

S.N.	Schools' Name	Private Schools																										remarks
		Frequency																										
		Major Word Class										Minor Word Class																
		Total Used word	N	%	V	%	adj	%	Adv	%	Total words	Prep	%	Pro	%	interj	%	det	%	conj	%	Num	%	quantify	%			
1.	The Excelsion	49	14	28.57	22	44.89	8	16.32	3	6.12	124	15	12.09	54	43.54	15	12.69	3	2.41	6	4.83	6	4.83	0	-			
2.	Pinnable Scholars'	23	5	21.37	12	52.17	5	21.73	3	13.04	70	5	7.14	22	31.42	8	11.42	7	10	4	5.71	0	-	4	5.71			
Total		72	19	26.38	32	44.44	13	18.05	6	8.33	194	20	10.30	76	39.17	23	11.85	10	5.15	10	5.15	6	3.09	4	2.06			
3.	Janapath	26	5	19.23	13	50	2	7.69	1	3.84	40	6	15	23	57.5	5	12.5	1	2.5	1	2.5	0	-	0	-			
4.	Jana Pravat	24	12	50	13	54.16	1	4.1	4	16.66	91	19	19.14	11	23.40	3	6.38	7	14.86	2	4.25	1	-	1	-			
5.	V.S. Niketan	50	15	30	18	36	8	16	4	8	47	9	19.14	11	23.40	3	6.38	7	14.89	2	4.25	1	2.12	1	2.12			
Total		100	32	32	44	44	11	11	9	9	178	34	19.10	68	38.20	15	8.42	16	8.98	9	5.05	1	0.56	1	0.56			

Holistically, out of the total words, the students of private and public schools used 76.98% and 80.87% minor class words respectively. The table clearly shows that students of public schools used more words from minor word classes than those of private schools. On the other hand, 96% and 97.65% words of major word classes are used by the students of public and private schools respectively. Among them, preposition from minor group is the most used words and quantifier is the least used ones. Similarly, verb from the major group is the most used and adjective is the least used ones, rest of the other classes are equally used. They are used below 20% and above 10% in major group and below 20 % and above 2% in minor group.

3.3.1 Analysis of E- versions in Terms of Their Word Class

Word class is categorized into two types viz. major and minor word class. Noun, verb, adjective and adverbs come under major word class and preposition, article, numeral, pronoun, quantifier and interjection come under minor word class. The word classes used in students' writing are presented in the successive table and analyzed on the basis of frequencies and percentages they obtained. Finally, the analysis is done comparing the two types of schools i.e. private and public.

Table No 8: Word Class Used in Students' Writing

Private Schools						
S.N.	Schools' Name	Word Class		Frequency	Percentage	Rem.
		Major	Minor			
1.	The Excelsior	49	124	173	31.80	25 phr type
2.	Pinnacle Scholars'	23	70	93	17.09	13 phr type
Public Schools						
3.	Janapath	26	40	66	12.13	6 phr type
4.	Jana pravat	24	91	115	21.13	7 phr type
6	Vishwa Niketan	50	47	97	17.83	3 phr type

The above table shows the word class used in students' writing where the total words are analogous to their frequency. The division of the word class shown in the above table presents that the words which belong to the minor class are used more using e- versions than the words that belong to the major word class in both types of schools. In comparing to both, students of public schools used such versions more than those of the students of private schools.

3.3.1.1 Holistic Analysis of Major Word Classwise

In this section, the major word class (viz. noun, verb, adjective and adverb) are analyzed holistically with their frequencies and percentages they obtained.

Table No. 9: Holistic Analysis of Major Word Class

Private Schools											
S. N.	Schools' Name	Major Word Class									Rem.
		MjWC	N	%	V	%	Adj.	%	Adv	%	
1.	The Excelsior	49	14	28.58	28	44.89	8	16.32	3	6.12	
2.	Pinnacle Scholars'	23	5	21.73	12	52.17	5	21.73	3	13.04	
Total		72	19	26.38	32	44.44	13	18.05	6	8.33	
Public Schools											
3.	Janapath	26	5	19.23	13	50	2	7.69	1	3.84	
4.	Jana Pravat	24	12	50	13	54.16	1	4.1	4	16.66	
5.	Vishwa Niketan	50	15	30	18	36	8	16	4	8	
Total		100	32	32	44	44	11	11	9	9	

MjWC = Major Word Class

The above table shows that out of the total used words, verbs are highly used in the students' writing in comparison to the other major word classes which are used 44.44% and 44% in the private and public schools respectively. Then, noun takes the second position. The students of public schools used it 32% and the students of private school used it 26.38%, which is 6% less than the students of public school. Similarly, adjective is used below 20% and adverb is used the least (i.e. below 9%) in both types of the schools.

A) Major Word Classwise Analysis

The following section deals with the analysis of e- versions of the major word class (i.e. noun, verb, adjective, and adverb).

a) Analysis of Nouns Used in Students' Writing

This section deals with the analysis of nouns found in students' writing. The analysis is based on the frequencies and percentages they obtained. This can be shown in the following table:

Table No. 10: E- versions of Nouns Used in Students' Writing

Private Schools					
S.N	Schools' Name	Frequency		Percentage	Rem.
		MjWC	Noun		
1.	The Excelsior	49	14	28.57	
2.	Pinnacle Scholars'	23	5	21.73	
Public Schools					
3.	Janapath	26	5	19.23	
4.	Jana Pravat	24	12	50	
5.	Vishwa Niketan	50	15	30	

MjWC = Major Word Class

This table displays that nouns occur in a few numbers in all the used versions. Among them, they are used the highest (i.e.50%) by the students of the Jana Pravat, one of the public schools and the least (i.e.21.73%) by the students’ of Pinnacle Scholars’ which is one of the private schools in the sample. Similarly, Vishwa Niketan takes the second position using 30% nouns in their e-versions. This table also shows that less than 50% of the major class words belong to nouns. Additionally, it displays that public school students’ are more competent than the students of private schools in using e- versions in their writing.

b) Analysis of Verbs Used in Students’ Writing

This sections deals with the analysis of the e-versions of verbs used in students writing on the basis of their frequencies and percentages. This can be shown in the following table:

Table No.11: E-Versions of Verbs Used in Students’ Writing

Private Schools					
S.N.	Schools’ Name	Frequency		Percentage	Rem.
		MjWC	Verb		
1.	The Excelsior	49	22	44.89	
2.	Pinnacle Scholars’	23	12	52.17	
Public Schools					
3.	Janapath	26	13	50	
4.	Jana Pravat	24	13	50.16	
5.	Vishwa Niketan	50	18	36	

This table displays that e-versions of verbs in students’ writing are found above 40% of the total major words class. Among the schools, the students of Pinnacle Scholars’ used the highest (i.e.52.17%) and the least (i.e.36%) by the students of Vishwa Niketan, which are private and public schools respectively.

The table clearly shows that below 50% of the major word class belong to verbs. In comparing the two types of schools, the students of public schools are found using e -versions in greater number than those of the private schools.

c) Analysis of Adjectives Used in Students' Writing

This sections deals with the analysis of e-versions of adjectives in students' writing on the basis of their frequencies and percentages they obtained. This is shown in the following table:

Table No. 12: E-versions of Adjectives Used in Students' Writing

Private Schools					
S.N.	Schools' Name	Frequency		Percentage	Rem.
		MjWC	Adj		
1.	The Excelsior	49	8	16.32	
2.	Pinnacle Scholars	23	5	21.73	
Public Schools					
3.	Janapath	26	2	7.69	
4.	Jana Pravat	24	1	4.1	
5.	Vishwa Niketan	56	8	16	

As shown in the table above, e- version of adjective is found below 16 % out of the total major class word used. Where the students of The Excelsior (private school) use the highest percentage (i.e.16.13%) of adjectives and the least (4.1%) is used by the students of Jana Pravat (public School). The table clearly shows that adjectives are less used in the e- versions. In comparison, students of private schools used greater number of e-versions than those of public schools. Although one sampled school did not use any of the e-versions in their writing.

d) Analysis of Adverbs Used in Students' Writing

The analysis of the e- versions of adverbs is done in the following ways on the basis of frequencies and percentages they obtained. This is shown in the following table:

Table No. 13: E-versions of Adverbs Used in Students' Writing.

Private Schools					
S.N.	School' Name	Frequency		Percentage	Rem.
		MjWC	Adverbs		
1.	The Excelsior	49	3	6.12	
2.	Pinnacle Scholars'	23	3	13.04	
Public Schools					
3.	Janapath	26	1	3.84	
4.	Jana Pravat	24	4	16.66	
5.	Vishwa Niketan	50	4	8	

The above table shows that e-versions of adverbs are found below 20% only out of the total major class words used. The students of Jana Pravat used the highest (i.e.16.66%) from public school. The students' of Pinnacle Scholars' used 13.04% and all other schools use less than 10% of the e-versions of adjectives whereas the students' of Janapath used the least (i.e. 3.84%) of all schools. This table also shows that adverbs are less used in e-versions in their writing.

3.2.1.2 Holistic Analysis of Minor Word Class

In this section, words of the minor word class are holistically shown and analyzed below.

Table No. 14: Holistic Analysis of Minor Word Class

Private Schools																	
S. N.	Schools' Name	Frequency															Rem.
		MjWC	Prep	%	pro	%	Interj	%	Det	%	conj	%	num	%	quanti	%	
1.	The Excelsior	124	15	12.09	54	43.54	15	12.09	3	2.41	6	4.83	6	4.83	0	--	
2.	Pinnacle Scholars'	70	5	7.14	22	31.42	8	11.42	7	10	4	5.71	0	--	4	5.71	
Total		194	20	10.30	76	39.17	23	11.85	10	5.15	10	5.15	6	3.09	4	2.05	
Public Schools																	
3.	Janapath	40	6	15	23	57.5	5	12.5	1	2.5	1	2.5	0	--	0	--	
4.	Jana Pravat	91	19	20.87	34	37.36	7	7.69	8	8.79	6	6.59	0	--	0	--	
5.	Vishwa Niketan	47	9	19.14	11	23.40	3	6.38	7	14.89	2	4.25	1	2.12	1	2.12	
Total		178	34	19.10	68	38.20	15	8.42	16	8.98	9	5.03	1	0.56	1	0.58	

The above table shows that pronouns are the highest used words in e- versions in students' writing in both types of schools. Out of the total major class words used, they are used 39.17% and 38.20% in private and public schools respectively. Similarly, prepositions occur the second highest position in both types of schools i.e. they occurred 10.30% in private and 19.10% in public schools. It also shows that prepositions are used 8.8% more in public schools than private schools. Interjection has got the third rank in using e- versions. Quantifiers and numerals are used only 0.58% and 0.56% in public schools but they are used 3.09% and 2.05% in private schools.

B) Minor Word Classwise Analysis

The analysis of minor word class (i.e. preposition, pronoun, interjection, determiner, conjunction, numerals and quantifiers) in this section is dealt with the frequencies and the percentages they obtained and the comparison is made between private and public schools.

a. Analysis of E-versions of Prepositions in Students' Writing

This section deals with the analysis of prepositions used in the sampled writing with their e - versions. The analysis is based on the frequencies and percentage they obtained. This is shown in the following table:

Table No. 15: E- versions of Prepositions in Students' Writing

Private Schools					
S.N.	Schools' Name	Frequency		Percentage	Rem.
		MnWC	Prep		
1.	The Excelsior	124	15	12.09	
2.	Pinnacle Scholars'	70	5	7.14	
Public Schools					
3.	Janapath	40	6	15	
4.	Jana Pravat	31	19	20.87	
5.	Vishwa Niketan	47	9	19.14	

MnWC = Minor Word Class

This table displays that prepositions are used below 20% out of the total minor word class used. Among the schools taken, the highest number (20.87%) of e-versions of preposition is used by the students of Jana Pravat School and the least (i.e. 7.14%) by the students of Pinnacle Scholars' Academy. In comparing private and public schools, public schools make use of higher percentage than those of private schools.

b. Analysis of E- versions of Pronouns Used in Students' Writing

Pronouns (i.e. the words used in place of nouns) are used in great number than all the words belonging to minor class words. The analysis of pronouns with its frequencies and percentages are given below in the table:

Table No. 16: E-version of Pronouns Used in Students' Writing

Private Schools					
S.N	Schools' Name	Frequency		Percentage	Rem.
		MnWC	Pro		
1.	The Excelsior	124	54	43.54	
2.	Pinnacle Scholars'	70	22	31.42	
Public Schools					
3.	Janapath	40	23	57.5	
4.	Jana Pravat	91	34	37.36	
5.	Vishwa Niketan	47	11	23.40	

The table displays that below 50% of minor word class belongs to pronoun out of all minor word classes. All of the sampled writings have used pronouns above 20%. Among them, Janapath School has the greatest use of pronouns (i.e.57.5%) and the least in Vishwa Niketan (i.e.23.40%) of the total minor word class. This table also shows that public school has the greatest use of pronouns than those of private schools.

c. Analysis of E- versions of Interjections Used in Students' Writing

The analysis of e-versions of interjections used in students' writing is done on the basis of frequencies and percentages they obtained and compared in between two types of schools (i.e. private and public) which is shown below:

Table No. 17: E-versions of Interjections Used in Students' Writing

Private schools					
S.N.	School's Name	Frequency		Percentage	Rem.
		MnWC	Interj.		
1.	The Excelsior	124	15	12.09	
2.	Pinnacle	70	8	11.42	
Public Schools					
3.	Janapath	40	5	12.5	
4.	Jana Pravat	31	7	7.69	
5.	Vishwa Niketan	47	3	6.38	

As shown in the table above 10% of the interjections are found in use with their e-versions of the total major word class. The students of Janapath has the highest use (i.e. 12.5%) among all and similarly Vishwa Niketan has the least use (i.e. 6.38%) of total minor words. This also shows that interjections are not commonly used like pronouns and prepositions.

d. Analysis of E-versions of Determiners Used in Students' Writing

The analysis of e-versions in this section is done with the e-versions of determiner used in students' writing with its frequencies and percentages they obtained. The following table shows this clearly:

Table No. 18: E-versions of Determiners Used in Students' Writing

Private Schools					
S.N.	School's Name	Frequency		Percentage	Rem.
		MnWC	Det		
1.	The Excelsior	124	3	2.41	
2.	Pinnacle	70	7	10	
Private Schools					
3.	Janapath	40	1	2.5	
4.	Jana Pravat	91	8	8.79	
5.	Vishwa Niketan	47	7	14.89	

This table displays that both private and public schools make use of very few determiners from the total minor word class. They occurred less than 15% in their writing. The students of Vishwa Niketan have the highest use (i.e.14.89%) and similarly, the students of The Excelsior have the least use (i.e.2.41%) of the total minor words. This table also clearly shows that students of public schools use higher percentages than those of private schools.

e. Analysis of E-versions of Conjunctions Used in Students' Writing

This section deals with the analysis of conjunctions in terms of their frequencies and percentages they obtained. This can be shown in the following table:

Table No. 19: E-versions of Conjunctions Used in Students' Writing

Private Schools					
S.N.	Schools' Name	Frequency		Percentage	Rem.
		MnWC	Conj		
1.	The Excelsior	124	6	4.83	
2.	Pinnacle Scholars'	70	4	5.71	
Public Schools					
3.	Janapath	124	1	2.5	
4.	Jana Pravat	91	6	6.59	
5.	Vishwa Niketan	47	2	4.25	

Conjunctions are used below 6% according to this table. The students of Jana Pravat use the highest number (i.e.6.59%) and the least in Janapath Schools (i.e. 2.5%) which are both the public schools. In total, public schools use higher number of conjunctions in e- versions than those of private schools.

f. Analysis of E- versions of Numerals in Students' Writing

The following table and its interpretation show the analysis of numerals in terms of their frequencies and percentages they obtained.

Table No. 20: E-versions of Numerals Used in Students' Writing

Private Schools					
S. N.	Schools' Name	Frequency		Percentage	Rem.
		MnWC	Num		
1.	The Excelsior	124	6	4.83	
2.	Pinnacle Scholars'	70	0	---	
Public Schools					
3.	Janapath	40	0	---	
4.	Jana Pravat	91	0	---	
5.	Vishwa Niketan	47	1	2.12	

The above table exhibits the occurrences of e-versions used in English numerals of students writing. It shows that numerals are not used regularly. They are used in a less number that means in some schools they occur only once throughout the data. The Students of Pinnacle Scholars', Janapath and Jana Pravat did not use e- versions of numerals. Only the students of the two schools 'The Excelsior and Vishwa Niketan' used them in a very less number. The Excelsior school used six numerals out of 124 minor words which is 4.83 % of the total words used and the students of Vishwa Niketan used only one numeral out of 47 minor words which is 2.12% of the total words used.

g. Analysis of E- versions of Quantifiers Used in Students' Writing

This section is the analysis of quantifiers on the basis of its frequencies and percentages the students obtained. This is shown in the following table:

Table No. 21: E-versions of Quantifiers Used in Students' Writing

Private Schools					
S. N.	Schools' Name	Frequency		Percentage	Rem.
		MnWC	Quanti		
1.	The Excelsior	124	0	0	
2.	Pinnacle Scholars'	70	4	5.71	
Public Schools					
3.	Janapath	40	0	0	
4.	Jana Pravat	91	0	0	
5.	Vishwa Niketan	47	1	2.12	

The above table presents that quantifiers are used the least frequently. The table clearly shows that they are used below 5%. Quantifiers are 5.71% used the highest in Pinnacle School. The students of Jana path, Jana Pravat, and The Excelsior did not use the e - versions of quantifiers. This shows that quantifiers are the least used words in their regular use as well.

3.4 Analysis of E-versions of Phrase Type

Phrase is a constituent which can be identified on the basis of the word class membership of at least one of its constituent words (Arts 1986, p.60). They can be classified as noun, verb, adverb, adjective and preposition phrases.

The following section deals with the analysis of e-versions of the phrase types found in students' writing. The analysis of phrase types is also done in similar way to the analysis of the word classes.

During the study students were found using noun phrase only with their e-versions as they did in isolation like your friend ‘ur frn’ and this school ‘dis skool’. On the whole data, only two phrases were entertained in private schools which is the 0.33% of total used e-versions (i.e.598) whereas no phrases were found in public schools.

3.5 Analysis of E- versions of Sentence Type

The sentence is regarded as the largest unit of grammatical description since it does not function in the structure of a unit higher than itself (Arts 1986, p.79). Sentences can be classified into three on the basis of its function viz. simple, complex and compound. A simple sentence is one which is always independent, that is a simple sentence can occur on its own. Complex sentence on the other hand, is that in which one or more sentence function is realized by a clause and compound sentences are coordinated.

Only simple type of sentences were found during the study. The interesting thing to note down here is that sentences were mostly incomplete like ‘you are...’ and ‘are you...’ Besides incomplete sentences, imperative sentences were also used with its acronyms and letter homophone. The following table shows the example used in their study.

Table No.22: Acronyms and Letter Homophone

Incomplete E- expression	Targeted expression
R u.....?	Are you fine/happy...?
U r...?	You are going/coming...?
T.C.	Take care.
C.Ya/U	See you
What’s up?	...

These are some of the examples found in students' writing which were found only 6.02% in private and 2.34% in public schools. However, the sentences were found incomplete yet they are comprehensible to the target people. Complex and compound type of sentences were not found in study using e-versions.

3.6 Analysis of E- versions in Terms of Context of Writing

Writing in data has been categorized into two broad categories. They are informal and formal writing. The former, here in this study includes two items (i.e. writing letter to e- friend and a note to the close friend) and similarly the latter one also includes two items (i.e. letter to the editor and principal). The students were found using e- versions in the former types only. The successive lines show some of the features found in the sample.

3.6.1 Approach to Shortening

The e- versions of the same targeted word vary by the two users and even by the same users in different context and even in the same context. This multiple forms of shortening are shown in the following table:

Table No. 23: Approach to Shortening

Formation	E – expression	Targeted Expression
Acronyms of sentence	How r u? T. C. / tek care C.u	How are you? Take care. See you again.
Letter homophone	U r ur	You are your
Numeric homophone	2, 4	To for
Alphanumeric homophone	4rm 2dey 1thing 2morro	From today one thing tomorrow

3.6.2 Emoticons Used in the Study

Though the numbers of emoticons are used in CMC, the students are found using only two types of emoticons in their writing. They are ☺ (happy) and ☹ (sad). These two emoticons were only used by a very few number of samples in place of the words happy and sad rather than showing the state of emotions. Emoticons were only used 0.33% of the total used e-versions.

3.6.3 Reduplication

The modulation of tone represented through inventive stretching of words and extended strings of punctuation marks in synchronous CMC is known as reduplication. The reduplicated versions were found to focus the expression so

they can reflect real time speaking. Many examples of reduplicated versions were observed in the study. Some examples are: hiiii, byeeee, k6?????

3.6.4 Deletion of Vowel Sound

Deleting vowel in the spelling in certain expressions is the specific features for language used in SMS where vowels are left out so that the user can express their message within the limited character space (about 160 characters). The capital letters are used to state the syllabic value. Similarly, in the studied data, the students were found entertaining consonants sounds. Most of the vowel sounds in their e- versions is deleted as shown in the following table.

Table No. 24 : Deletion of Vowel Sound

E- versions	Targeted Expression	Rem.
Abl	Able	Syllabic Value
by	buy	
min	mine	
nd	and	
bg	busy	
abt	about	
BNta	Binita	

3.6.5 Numerical Representation

The English words are numerically and alphanumerically found in the study. For example, for-4, to-2, before-b4/be4, tomorrow- 2omorrow. Sometimes the words were made longer than their usual representation like 'too' for 'to'. This was mostly in those users who were very close to each other.

CHAPTER –FOUR

FINDINGS, RECOMMENDATIONS AND IMPLICATIONS

4.1 Findings

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

1. It was found that out of the total words produced by students 6.42% were in e- versions.
2. The students of EPS School did not use of e- versions in their writing although they use computer, internet, e-mail and SMS.
3. Among the used e- versions 28.76% words were of major word class and 62.20% of minor word class.
4. All the major word class (viz. noun, verb, adjectives and adverb) were found used in e- versions in students' writing in both types of schools.
5. Nouns occupied 29.65% in e-versions in both private and public schools. Among them students of private schools used 26.38% and public schools 32%. It showed that students of public schools used 5.62% more than those of private schools.
6. E- Versions of verbs were used in the highest rate i.e.44.44% and 44% in private and public schools respectively whereas e-versions of adverbs were found 8.33 and 9% but e- versions of adjectives were occurred in third position in both types of schools respectively.
7. Out of total used e-versions, 62.20% of the used words belonged to minor word class. Out of which preposition, pronoun, interjection,

conjunction, numeral and quantifiers were found in e- versions of this group.

8. Pronouns were the most widely used in e- versions and quantifiers were the least used. In terms of descending order of frequency of e- versions used are, pronoun (39.17%), interjection (11.85 %), preposition (10.30%), determiner and conjunction (5.15%), numeral (3.09%) and quantifier (2.06%) in the private schools but pronoun, preposition, determiner, interjection and conjunction were used 38.20%, 19.10%, 8.98%, 8.42%, and 5.05% respectively. Numeral and quantifier were used 0.56% by the students of private schools.
9. The pronoun 'you' and auxiliary 'are' were found highly used with their letter homophone 'U' and 'R'. Similarly, preposition 'to' was found represented by numerical '2' in great number.
10. The same targeted words were found expressed in different e- versions like coz and bcoz for because, u and ya for you.
11. Only two emoticons ☺ and ☹ were found to have been used in place of the adjective 'happy' and 'sad' respectively by a few samples. It shows that emoticons were not much in practice in their writing.
12. Phrases of e- versions were found only 0.33% of the total used e- versions.
13. Sentences were found mostly incomplete with the reduplication of either sounds or punctuation so as to show real speaking time.

4.2 Recommendations

In fact, the present research is not a complete study of e- discourse. It is a small part out of the whole construction. E-discourse which is not in practice in classroom purpose has been used by the teenagers who have the access of gadgets. So, the research study may not be directly related to classroom

purpose and e-discourse. The researcher has tried to find out the link of e-versions in students' writing. The use of e-version is gradually increased in their writing although it is not allowed in standard use. However, some implications are suggested below.

1. Use of e-versions in the present world is a natural phenomenon in the accessibility of the gadgets like computer and mobile. So, the language teacher should be up-to-date with the e-versions.
2. The frequent use of e-versions may not raise the awareness and development of standard use of language. However, e-language can enhance the learners' communicative capacity.
3. The multiple use of e-versions raise awareness to the reader to get the multiple and contextual use of e-versions and identify the targeted expression. The teacher can use them to motivate students.
4. The students should be made aware of the use of e-versions apart from out of their standard use like formal writing, examination and report writing.
5. Although use of e-discourse enhances learners' communication to the learners yet it is not much in practice in the classroom situation so this type of new discourse should also be introduced in curriculum.

The present study is based on authentic and reliable sources of data. It incorporates the description of e-versions in the students' writing. It is helpful for the understanding, presentation and consolidation of situational approach, method and technique in the field of e-discourse in the context of classroom purpose. It provides basic framework for further research in this particular area.

But, as it is one of the few researches in the particular field and of this specific nature based on the researcher's knowledge and belief. It certainly has some

shortcomings. Therefore, the researcher on the basis of data, attempts to offer some recommendations for the betterment of further researches of this nature in other areas too.

1. Comparative study can be done between school and college level students.
2. The impact of e – versions can be sorted out for the classroom purpose.
3. Use of e- versions between the schools of rural and urban can be compared.
4. Effectiveness of e- discourse in enhancing learners' communicative competency can be the topic for the further research.
5. 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.
6. Language teacher should be careful of erroneous spelling by its users in the standard forms because it may have the adverse use of e- versions in SMS, e- mail and chat with their peers.
7. Further study can be done on shortening, emoticons and slang used in CMC.

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Appendix – I

Recommendation Letter

Appendix- II

Letter to the Authority

Dear sir/miss/madam,

My name is Manju Pathak. I am an M.Ed. student studying under the Department of English Education, Central Department of Education, University Campus, Tribhuvan University, Kirtipur. I am carrying out a research entitled **‘The Use of E- Language in Students’ Writing’**. The objectives of this research are to find out the use of E-language in students’ writing and its context. This very paper is for identifying the impact of gadgets in students’ writing.

I would like to request you to convince your students’ to response to the questionnaire and writing the test items.

I am sorry for asking you for your SLC appearing students to engage in the work out of their course. However your response will be very important for me. I would be grateful to you for this co- operation. Thank you very much for your willingness to make ready your students for this work.

Thank you very much for your kind help and co-operation.

With gratitude

Manju Pathak

M.Ed. English

T.U. Kirtipur

Kathmandu

Appendix –III

List of Schools Visited in Pilot Study

1. Amar Jyoti Higher Secondary Boarding School, Lampati.
2. Gyanodaya Secondary School, Purano Kalimati.
3. L.R.I. Higher Secondary School, Kalankisthan
4. Paropakar Higher Secondary School, Bhimsensthan.

Appendix- IV

List of the School Visited in the Research

1. EPS School, Minbhawan
2. The Excelsior School, Swyambhunath.
3. Pinnacle Scholars' Academy, Kalanki.
4. Janapath Secondary School, Kalanki.
5. Jana Pravat Secondary School, Kalimati.
6. Vishwa Niketan Higher Secondary School, Tripureshwar.

Appendix: V

Tools Used in Pilot Study

A SAMPLE SURVEY FOR THE RESEARCH ON 'E'- LANGUAGE OF SECONDARY LEVEL SCHOOL STUDENTS IN WRITING

Name:

Age:

Roll No:

Class :

School's name:

Q.N.1 Do you stay for mailing?

Yes No

Q.N.2 With whom do you usually mail?

Friend Family members Relative members

Q.N.3 How often do you mail or chat with them?

Monthly weekly daily

Q.N.4 Do you use same language while chatting and writing?

Yes No

Q.N.5 Please give any ten Electronic words that are different from your usual writing?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Q.N.6 Do you use E (Electronic) language in your writing?

Yes No

Q.N.7 If yes in what types of writing?

Personal Business Official

Q.N.8 With what types of people?

Close to you popular people

Senior Unknown to you

Q.N.9 Write a letter to your close friend on the movie or cartoon you recently watched.

Q.N.10. Write a letter to the principal of your school requesting a day's leave.

Thanks for your kind help and co-operation.

Appendix – VI

Tools Used in the Research.

A. Questionnaire Used in the Study

E-Language in Students' Writing

Dear students,

This questionnaire has been designed for the purpose of my research entitled 'The Use of E-Language in Students' Writing', under the guidance of **Dr Anjana Bhattarai**, Reader, Department of English Education, T.U., Kirtipur. Your co-operation in completing the questionnaire will be of great value to me. Please feel free to put your response required to the questionnaires. I assure your response will merely be used as information for this research and will have no harmful effect for you as well as the others.

Researcher
Manju Pathak
T.U., Kirtipur.

O.N.1.How many members do you have in your family?

.....

Q.N.2.Do you have computer at your home?

.....

Q.N.3. If yes, do all members use computers at your home?

.....

Q.N.4. What is the main purpose for them to use computer?

.....

Q.N.5. Do all the members use mobile?

.....

Q.N.6. If yes, do they communicate by SMS?

.....

Q.N.7. How often do they communicate by SMS?

.....

Q.N.8. Do you have your personal mobile?

.....

Q.N.9. Do you SMS as the means of communication?

.....

Q.N.10. If yes with whom do you usually SMS?

.....

Q.N.11. How many messages do you receive in a week in average from
them?

.....

Q.N.12. How many messages do you deliver in a week to them in average?

.....

Q.N.13. Do you stay for mailing your friend and others?

.....

Q.N.14. How often do you usually mail?

.....

Q.N.15. With whom do you usually mail?

.....

Q.N.16. Please, write me down a short text of your e-mail.

.....

.....

.....

.....

Thank you for your kind help and co-operation.

Appendix-VII

Test Items Used in the Study

The test items used to fulfill the objectives of the research.

Write the answer of the following questions. Please make sure that you have answered all the questions.

Q.N.1. Write a letter to your E-Friend 'Ann' describing your holiday plan.

Q.N.2. You are absent in your school for a week. Now write a note to your closest friend and state that you do not want to continue your study in the same school where you are studying.

Q.N.3. Write a job application for the post of secondary English teacher with your expected salary to the principal of Sun Shine High School, Pokhara.

Q.N.4. Write a letter to the editor of 'The Gorkhapatra Daily' describing pollution in your town.

Thank you for your kind help and co-operation.

Appendix – VIII

A sample data of electronic versions used by the students in writing found in pilot study.

S.N	Names of the students	Words	Electronic versions	Frequency	Remarks
1	Bikash Gurung (Weekly)	You are Friend Because You You See you Your Beloved	Ur Fren Cuz Yo U C U Ur Bluved	2 2 2 1 3 1 1 1	
2	Sanjaya Subedi (Weekly)	To Be Are Please Before Friend	2 B R Plz Be4 Frn	5 1 2 2 1 1	
3	Rassu Shrestha (Monthly)	Some Come People Have Are You And That The To	Som Com Pipl Hav R u N Dat Da 2	3 2 1 3 2 5 2 5 5	Mostly sound deleted

		Your	U R	5	
		Today	2 Day	2	
		Because	Coz	2	
		Due to	Du 2	2	
4.	Eliza Khanal (Weekly)	Your	U R	6	
		And	N	2	
		Are	R	1	
		Are You	R u	1	
		You	U	6	
		To	2	2	
		Friend	Fren	1	
		Friends	Frens	1	
		Brothers	Bros	1	
		Sisters	Sis	1	