LANGUAGE USE IN THE REALM OF SOCIAL NETWORKING WEBSITES: IT'S IMPACT ON THE ENGLISH OF SEVENTH GRADE STUDENTS OF CHITTAGONG GRAMMAR SCHOOL

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Abstract

The central focus of the research was to analyze the characteristics of Computer-Mediated Language (CML) that Bangladeshi seventh grade students of Chittagong Grammar School (CGS) use in their Facebook posts. Another purpose was to find out the effect of Computer-Mediated Language (CML) on recounts of the subjects. Systemic Functional Grammar (SFG) approach outlined by Foley (2011) was applied to analyze the Facebook posts focusing on lexical information per clause and Genre analysis model outlined by Derewianka (1990) was applied to analyze the recounts focusing on how texts work in each recount of the subjects. The results of the Facebook posts revealed that there are both grammatical and lexical characteristics of Computer-Mediated Language (CML) with its own uniqueness furthermore students employed features of spoken discourse in Facebook posts. The results of the recounts indicated that the impact of Computer-Mediated Language (CML) of Social Networking Websites (SNW) was not substantial in terms of the students' recounts since only 17.5% (7 out of 40) of the recounts reflect the effect of Computer-Mediated Language (CML) in students' recounts.

Key Words: Social Networking Website (SNW), Computer-Mediated Communication (CMC), Computer-Mediated Language (CML) or Netspeak, Systemic Functional Grammar (SFG) Genre and Personal recounts.

Introduction

There is an increasing use of Computer-Mediated Communication (CMC) through Social Networking Websites (SNW) with the technological advancement in Bangladesh where English continues to be a compulsory second language at all levels of education. Learners' language proficiency greatly varies between rural and urban people; as well as Bengali-medium and English-medium schools.

At a Bangladeshi English-medium school in Chittagong students' use of English in Social Networking Websites (SNW) will be compared to their written English in their academic domain. Bangladeshi teenagers' use their second language in Social Networking Websites (SNW) – Facebook apart from other social functions which give them an opportunity to learn English unconsciously. Considering asynchronous situation in Facebook as a place of social interaction students and teachers of second language can exploit online communication. Hence in asynchronous situation, users do not log on to the Internet simultaneously and both students and teachers can read the posts whenever they log on to the Internet.

Literature Review

The prolonged presence of the English language in Asia has created different varieties of English which is reflected in the genres of literature, not only in English, but also in other major languages of this region (e.g. Chinese, Japanese, Hindi, and Bengali). Kachru and Smith (2009: 9) claim, "In futuristic terms, [...] world Englishes will continue to flourish and the innovations and creative impulses will come more from the outer and expanding circles than from the inner circle." A genre of Computer-Mediated Communication (CMC) has developed with the technological advancement. English is nativized and used by Bangladeshi teenagers in both spoken and written communication.

The central focus of the research will be the impact of Social Networking Website (SNW) – Facebook language usage on Bangladeshi teenagers' writings in English. *The New York Times* (15-10-2009) measured Facebook as one of the fastest growing and best known sites on the Internet and there are 600 million active users in the world *Bangkok Post – Opinion Page* (17-12-10). Alexa.com declared Facebook as the highest in terms of the percentage of daily usage of the network with 400 million visitors on a daily basis for three months consecutively October, November and December 2010 and the same website ranked Bangladesh in the second category in

terms of global internet users who visit Facebook.com on a daily basis.

As Seargeant (2008: 223) states, "the existence of the language around the world is categorized not only in terms of the different communities that use it, but also in terms of the different uses to which it is put by those communities." How users write in Computer-Mediated Communication (CMC) is naturally shaped by what language the online community use for social interaction.

> In language studies, we are used to discussing issues in terms of 'speech vs. writing vs. signing'. From now on we must add a further dimension to comparative inquiry: 'spoken language vs. written language vs. sign language vs. computer mediated language'. **Netspeak** is a development of millennial significance. [...] **Netspeak** will become a much larger computer-mediated language, which in the digitally designed enhanced-bandwidth environment of the future could be the community's linguistic norm.
>
> (Crystal, 2001: 238 & 241)

The main focus of the study is Facebook where a new variety of Computer-Mediated Language (CML) or Netspeak is used. Since Bangladeshi teenagers tend to use computers for writing in English for both academic and personal purposes; they are likely to use language in different contexts. Two main research areas are the impact of Computer-Mediated Language (CML) or Netspeak, on Bangladeshi teenagers' personal recounts as well as their informal communication in Facebook.

> What makes Netspeak so interesting, as a form of communication, is the way it relies on characteristics belong to both side of the speech/writing divide. [...] Netspeak is more than aggregate of spoken and written features. [...] it does things that neither of these other mediums do, and must accordingly be seen as a new species of communication.
>
> (Crystal, 2006: 31 & 52)

Netspeak is indeed interesting for the users who enjoy the features of Facebook. Being a frequent user of Facebook the researcher herself realizes that the Computer-Mediated Language (CML) or Netspeak used in Facebook post include characteristics of both spoken and written language. Netspeak is used in order to communicate with others by using written conversation. All the conversations are typed in text form and since the

communicator is engaged in conversation using written form it is likely to contain features of both spoken and written language.

The development of instant messaging programs has resulted in the use of a new Spin-off English and has quickly become the de facto means by which many young people communicate. The most common spinoff would have to be using short forms and it is common to see entire phrase abbreviated. This new language is often referred to as Internet slang

Examples include:

- lol = laugh out loud
- ur = you are, your, or you're
- h2gtw = have to go to washroom
- cmitm = call me in the morning
- btw = by the way
- b4n = bye for now
- cu l8er = see you later
- teotwawki = the end of the world as we know it
- p911 = parent emergency or parent near

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As Tartichio (2008) claims, "it has even found its way into research papers and the home work of school children and college students." Students' homework (personal recounts with CML characteristics) is one of the major sources of data in this research. Crystal (2008) has also identified some distinctive features of texting which are pictograms and logograms, initialisms, omitted letters, non-standard spellings, shortenings and genuine novelties. Based on these features considering the language usage in Facebook and its lexical sources the researcher divided the lexical characteristics into four sections which are; texting-lexis, abbreviated-lexis, ellipsis-lexis and pictographs. There are some classifications in texting lexis such as, use of numeric forms; abbreviation, addition-deduction and replacement (see Table I).

Table I: Classification of Texting-lexis

Texting lexis	Interpretation	Numeric forms	Abbreviations	Addition Deduction	Replacement
I	One	✓			
U	You		✓		
Btw	by the way			✓	
Nawh	No			✓	
Lukin	Looking				✓
Dis	This				✓

The popular belief is that texting has evolved as a 21st century phenomenon as a highly distinctive graphic style, full of abbreviations and creative use of language, used by a young generation that doesn't care about standards (Crystal, 2008: 7). Since the rhythm of interaction in Facebook is slower than face-to-face communication and the paralinguistic features of communication are missing it lacks some of the features of spoken language. On the contrary, users who communicate with friends in text form receive responses in text form as well. It is definitely time consuming than face-to-face interaction since the users at both ends have to wait for responses which are transmitted through the Internet. Computer-Mediated Language (CML) in Facebook is more of a spoken or written language could be determined by using Systemic Functional Grammar (SFG).

The researcher was introduced to Systemic Functional Grammar (SFG) by Foley (2011). The theory of language and language learning developed by Michael Halliday (e.g. Halliday 1975, 1978, 1985; Halliday and Hasan 1985), and Sydney school of linguists (e.g. Hasan 1978; Martin 1992, 2001; Matthiessen 1995; Painter 1991) models language as a resource, a tool-kit, for making meaning in social context. The language tools are lexico-grammatical resources of language. This model of language is able to make precise connections between social context, meaning, words and grammar (lexico-grammar) and text which is shown in Table 2.

Table 2: Context, Metafunction and Language Choices

Context of Situation	Metafunction	Lexicogrammatical Resources
Field	Experiential	Transitivity system:
		Nominal Group (Ng)
The subject-matter of the text	meaning	Processes: Behavioral, Existential, Material, Mental, Relational and Verbal
		Adverbials (Circumstance)
Tenor	Interpersonal	Mood System:
The relationship between the participants: speaker/listener, writer/reader	Meaning	Conjunctives, Conjunctions, Interjections, Mood, Modal and Polar Adjuncts Adverbials and Attributes
Mode	Textual	Clausal Structure: Theme/Rheme
The channel of communication being used: Written / spoken	Meaning	

(Adapted from Derewianka 1990: 19 and Foley 2011)

Halliday (1985: 81) states, the written language represents phenomena as products and spoken language represents processes. He also points out that the distinction between spoken and written language is being blurred with modern technology. Technology is creating materials conditions for interaction between the two, from which some new form of discourse will emerge (Halliday 1996: 354-356). With the increase of Computer-Mediated Communication (CMC) new studies by Baron (1998, 2005; Crystal, 2001, 2006, 2008; Herring, 1999, 2007.

In Halliday's approach (1985) grammar is semantically driven, but certain principles of syntax do apply to the role of linguistic items in terms of their function in building meaning. Foremost significance of Halliday's approach is that he recognized the grammatical difference between spoken and written language. Moreover he divided the text into genres in terms of different contexts.

According to Foley (2011), written language can be used in different domains in a completely unique way. It is emphasized that whether analyzing written or spoken text measurement of average amount of lexical information per clause is important. In systemic grammar the clause is a functional unit with a triple construction and interpretation of meaning which will be used in this research as a tool for data analysis of Computer-Mediated Language (CML) or Netspeak.

> Halliday (1994) sees language as a resource for making meaning and proposes that the language system has evolved to express two main kinds of meaning experiential meaning and interpersonal meaning. These two key functions of language are supported by a third function – the textual resources necessary to create cohesive and coherent text.
>
> (Derewianka, 2003: 139)

Derewianka focused on certain principles that are relevant to language pedagogy. These are: focus on text, focus on purpose, and focus on meaning and choice. The third principle can be related to Halliday's belief of language as a 'system of meaning'. He referred to these terms as metafunctions. The ideational or experiential metafunction is concerned with our experiences; the interpersonal metafunction is concerned with our attitudes and judgments and textual metafunction is concerned with the overall system itself, written or spoken language as a whole.

In the clausal configuration, the three metafunctions of a clause are

realized with the help of different lexico-grammatical resources as outlined in Table 2.

> Knowledge of genre and Systemic Functional Grammar gives us the tool to talk about learners texts in terms of strengths and potential as well as weaknesses. We can replace vague comments about 'disorganized essays or 'poor grammar' with specific advice, and teaching strategies; and learners can talk about their own work.
>
> (Cullip, 2009:209)

The researcher is interested in the context in which a new genre of Netspeak is produced as well as the semantically based linguistic features of Computer-Mediated Language (CML) and the relationship between the context and language and that is why Systemic Functional Grammar (SFG) is included in the study and by using this adapted model of Systemic Functional Grammar (SFG) language teachers and researchers can foresee linguistic resources students' needs in order to respond to the demand of a particular situation or how to function in a certain domain having the knowledge of genres of Computer-Mediated Communication (CMC).

The genre-based curriculum outlined by Derewianka (1990) begins with field building. Here the teacher and learners explore the field around the topic of the text selected by brainstorming, reading similar texts of the same genre and group contribution to the vocabulary concerned. The next stage modeling, involves the teacher and learner analyzing model text of the selected genre, regardless of the field. Together they identify text purpose in the genetic structure with the focus on the characteristics language features of the model text. They investigate the relationships between language features and context of situation (field, tenor and mode) and why certain language choices are made in terms of the meaning they are designed to construct.

Table 3:Summary of Text Features of Recounts

Purpose	Types	Text Organization	Language Features
To tell what happened	Personal Recount	Orientation Series of events Reorientation	Specific participants Use of simple past tense Use of processes Use of linking items to do with time Use of first person pronouns

(Adapted from Derewianka 1990:15)

The model outlined in Table 3 is the basis of genre analysis in this research as the researcher stresses on the situational contexts in which the genres occur as well as the purpose and features of the texts organization and grammar. As the purpose of the genre determines its textual and generic structure the personal recounts as the secondary data for this research are likely to contain certain linguistic features in terms of organization, grammar and structure.

Research Questions

There are two research questions in this study which are as follows:

1. What characteristics of Computer-Mediated Language (CML) do Bangladeshi teenagers' use in their Facebook posts?
2. What are the effects of Computer-Mediated L language (CML) on Bangladeshi teenagers' personal recount writing?

Method of Data Analysis

The study was done in Chittagong Grammar School (CGS) which is an English-medium school in the city of Chittagong in Bangladesh. This is a private school which follows British curriculum using English as the medium of instruction. The upper school consists of 8th to 12th grades, the middle school consists of 3rd to 7th grades and the lower school consists of nursery to 2nd grade. The data were collected from two sections of seventh grade of the middle school. The researcher chose the pupils aged between 13-14 years from the seventh grade because anyone over 13 years can join Facebook and the data were collected from 20 girls and 20 boys.

The data for this research includes Facebook posts and personal recounts of the same group of teenagers in the seventh grade of Chittagong Grammar School (CGS). Altogether 162 comments on 20 pictures, 8 status updates and 10 other posts on Facebook wall of the subjects were analyzed and the collection of these Facebook posts started from mid-September 2009 until mid-January, 2010. These 162 comments were divided into approximately 184 clauses which they wrote in their Facebook pages. The Facebook posts have up to 40 words. Halliday's Systemic Functional Grammar (SFG) analysis model adapted by Foley (2011) were used for analyzing the Facebook the posts .

A total number of 40 personal recounts on a specified topic were collected during the second week of April 2010. The subjects were given homework for writing personal recounts as a regular activity. The teacher asked the students to write a personal recount in the form of a letter to a friend on how they spent EID-UL-FITRE in 2009 and submit by email. There were no word or time restrictions or marks or grades for this activity but the topic was specified by the teacher. Although the researcher had access to 40 recounts, the researcher analyzed only seven recounts with features of Computer-Mediated Language (CML). Adapted version of Derewianka's (1990) text organization and language features model were used for the personal recounts.

Data Analysis

Data Analysis of Facebook Posts

The Facebook posts were analyzed using the three dimensions of creating meaning, experiential, interpersonal and textual metafunctions which resulted in outlining lexico-grammatical patterns. Some of the features of Computer-Mediated Language (CML) or Netspeak are derived using Systemic Functional Grammar (SFG) model by analyzing the use of processes in experiential level, analyzing conjunctives, conjunctions, interjections, nominal group (Ng), mood adjuncts, modal adjuncts, polar adjuncts, adverbials and attributes in interpersonal level, analyzing use of themes in textual level as well as counting the lexical information in a clause (see Table 2). Systemic Functional Grammar (SFG) analyses of 184 clauses in 20 pictures provided a large number of grammatical resources in the three dimensions of meaning – experiential metafunction, interpersonal metafunction and textual metafunction. Each of these resources was then included in the Systemic Functional Grammar (SFG) analysis Tables (see Table 4).

Table 4: SFG Analysis of Facebook Posts of the 20 Pictures

Pic	Ideational: Process					Interpersonal									Textual: Theme					Total
No.	Beh	Mat	Men	Rel	Ver	Cot	Con	Int	Ng.m	Md	Mod	Pol	Adv	Att	Top	Mar	Int	Tex	T&I	Cl. per pic
1	1	-	6	9	1	3	1	8	3	1	-	-	9	-	16	-	4	4	2	17
2	1	-	1	6	2	1	2	3	-	2	-	-	2	1	5	1	5	2	-	10
3	1	-	-	1	-	-	-	2	-	1	-	-	1	1	2	-	-	-	-	2
4	-	5	4	6	3	2	6	4	1	1	-	2	7	1	15	-	6	7	2	18
5	1	-	-	1	-	1	-	-	1	-	-	-	-	1	1	-	1	-	-	2
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
7	3	1	2	-	-	1	-	1	-	-	-	1	2	2	4	1	2	-	-	6
8	-	1	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	1
9	-	4	1	3	-	-	2	2	-	-	-	-	3	2	7	-	4	1	-	8
10	-	-	-	2	1	-	-	1	-	-	-	1	-	-	2	-	1	-	-	3
11	3	2	-	2	-	-	1	3	-	-	-	-	3	1	7	-	3	-	-	7
12	-	-	1	1	-	-	-	2	-	-	-	-	1	1	2	-	-	-	-	2
13	-	-	-	3	-	-	-	1	-	-	-	-	2	1	2	1	-	1	-	3
14	3	8	1	9	3	1	5	10	-	-	1	3	8	2	20	2	8	6	-	24
15	1	1	2	3	-	-	2	3	-	2	-	1	1	4	5	1	3	2	-	7
16	-	7	6	11	-	4	8	10	-	-	2	2	7	4	20	-	13	9	2	24
17	3	8	6	6	-	1	4	10	-	1	-	1	5	4	20	3	10	4	-	23
18	-	5	1	3	1	2	2	2	-	-	2	2	4	4	10	-	4	2	-	10
19	2	-	1	2	-	-	-	3	2	-	-	-	2	-	5	-	3	-	-	5
20	-	6	5	1	-	-	2	4	-	-	-	-	1	1	10	1	4	2	-	12
Total	**19**	**48**	**37**	**69**	**11**	**16**	**35**	**69**	**7**	**8**	**5**	**13**	**58**	**31**	**154**	**10**	**71**	**40**	**6**	**184**

Each column of Table 4 represents a criterion of grammatical resource in the experiential, interpersonal and textual metafunctions. Based on the use of each criterion focusing on the three metafunctions the summary of the Systemic Functional Grammar (SFG) analysis of the Facebook posts of 20 pictures are discussed in the following sections. The figures in each column of Table 4 provide the total number of grammatical resources used in each level of making meaning.

Data Analysis of Personal Recounts

Derewianka's (1990) Genre analysis in terms of how texts work (see Table 3) was used as a framework for the analysis of personal recounts. Firstly, the Computer-Mediated Language (CML) characteristics in each recount are identified. The seven personal recounts were analyzed in terms of the purpose of the writing whether the participants were writing about the given topic (EID) or not. The organization of the text was also analyzed looking at each paragraph whether the participants discussed a series of events or not as well as the orientation in the first paragraph and the reorientation in the last paragraph. Then the language features of the recounts were analyzed in terms of grammatical resources.

- The grammatical resources includes specific participant such as I, my, cousins, family.
- The use of simple past tense of variety of processes or verbs such as went, enjoyed, and bored.
- The use of the linking words related to time such as sudden, then, the next day.
- The use of first person pronouns (I, we, me, us) in the reorientation part.

The writers of the personal recounts are close friends and the context is Eid and they CML-ized the recounts. As they used computer and the Internet to submit their homework the CML-ization should be considered while correcting these recounts. The orientation, expression of series of events are understandable even though these CML-ized language needs interpretation. Out of 40 emails only seven bear the use of Computer-Mediated Language (CML) or Netspeak which are discussed in Table 5.

Table 5: CML used in Personal Recounts

Examples	Words	CML	Texting-lexis	Abbreviated-lexis	Ellipsis-lexis	Pictograph
1	306	149	134	-	15	-
2	441	210	199	2	8	1
3	168	95	75	1	19	-
4	50	29	28	-	-	1
5	89	31	30	1	-	-
6	144	11	8	1	1	1
7	142	1	1	-	-	-
Total	**1340**	**526**	**475**	**5**	**42**	**3**

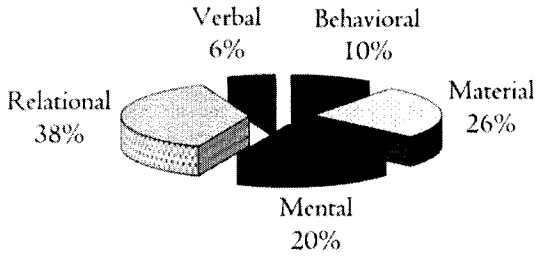
In examples 1-7 the students wrote 1340 words out of which 526 words were CML-ized which is around 40% of their written texts. Out of the 40% CML the usage of texting-lexis is more than 35%, the usage of ellipsis-lexis is more than 3% and the use of abbreviated-lexis and pictographs is less than 2%.

Major Findings

First the grammatical characteristics of CML in Facebook posts are discussed below:

Use of 38% relational processes with 69 relational processes was most recurrent. And 26% material and 38% relational processes account for 64% of the processes where the participants were relating to the actions of the users and situations. For the rest of 36% processes the participants had to use their senses because behavioral, mental and verbal processes require users' consciousness (see Figure 1).

Figure 1: Percentage of Processes



A variety of processes have been found which are typical in written and spoken discourse, but the highest use of relational processes is 38% followed

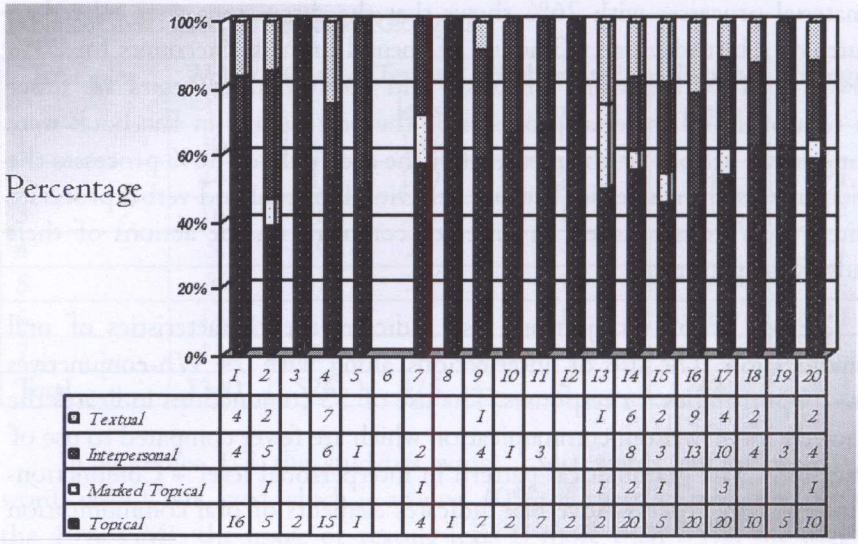
by material processes with 26% shows that the discussions were related to pictures of a birthday party. The use of mental processes accounts for 20% followed by 10% behavioral processes and 6% verbal processes are lesser than relational and material processes as the participants in Facebook were relating to the actions of the picture. For the accumulated 36% processes the participants used their senses because behavioral, mental and verbal processes required users' consciousness in order to comment on the actions of their friends in the pictures.

The use of 69 interjections also indicates the characteristics of oral communication. The use of interjections along with 14 Wh-conjunctives creates opportunities for responses. The use of 35 conjunctions indicates the characteristics of written communication which are fewer compared to use of interjections. The grammatical pattern in interpersonal level – Conjunction-Ng-Interjection-Process-Adverbial indicates elements of oral communication as well.

The subjects were first person and the third person besides the use of 7 ellipted subjects reflects the feature of spoken language and it is hard to interpret these clauses. The use of 8 mood adjuncts stresses on participants' opinion in a particular situation and the use of 13 polar adjuncts reflects the negation or disagreement. The use of 5 modal adjuncts reflects the participants' ability to express ability and probability, but still the use of 5 modal adjuncts were too low to include as one of the major findings of the study.

The use of 58 Adverbials explains the context and 38 attributes in three different languages' – Arabic, Bengali and English reflects participants ability to switch codes which is common among bilinguals.

The use of 154 topical themes indicates that the topics were closely related to subjects (Ng) such as I, you, it or a name of a person. Sometimes subjects are addressed with interjections (Hey I) or conjunctions (and you) which resulted in interpersonal-topical-theme or textual-topical-theme links. Even though the percentage of use of themes greatly varied from picture to picture the use of 71 interpersonal, 40 textual and 6 interpersonal and textual themes resulted in overlapping in the sequence of expression which suddenly changed the topic of the discussion. Such overlapping is common in spoken communication and is an interesting characteristic of Facebook posts (see Figure 1).



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Textual	4	2		7					1				1	6	2	9	4	2		2
Interpersonal	4	5		6	1		2		4	1	3			8	3	13	10	4	3	4
Marked Topical		1					1						1	2	1		3			1
Topical	16	5	2	15	1		4	1	7	2	7	2	2	20	5	20	20	10	5	10

Besides these grammatical resources some lexical characteristics are also present in the Computer-Mediated Language (CML) of Facebook which is divided into four sections. The lexical which the users wrote as if they are speaking were referred to as texting-lexis. Abbreviations are referred to as abbreviated-lexis. The words spelt without the last letter are referred to as ellipsis-lexis. The expressions or emotions expressed by symbols by the users are referred as pictographs. (All these four characteristics are frequently seen in Netspeak with its own uniqueness.)

Around 190 texting-lexis were found in the 184 clauses in the analysis. The participants wrote the words as they pronounce while speaking without paying attention to spelling. The texting-lexis could be classified based on the use of numeric forms, abbreviations, addition-deduction and replacement. Table 6 shows four types of texting-lexis in their Facebook posts which includes abb.

Table 6: Classification of Texting-lexis used in FB posts

Texting lexis	Interpretation	Numeric forms	Abbreviations	Addition Deduction	Replacement
2	To, two	✓			
1	One	✓			
ri8	Right	✓			
4	For	✓			
2ui	Tui (B)	✓	✓		
C	See		✓		
N	And		✓		

Texting lexis	Interpretation	Numeric forms	Abbreviations	Addition Deduction	Replacement
Y	Why		✓		
Ur	You're, your		✓		
Thanx, thnx	Thanks			✓	
Da	The				✓
dis, diz	This				✓
dat, dats	That, that's				✓
it'z	Its				✓
Ha	Her				✓
Wat	What			✓	
hu,hum	Who,whom				✓
Ya,yh	Yeah			✓	

Around 60 abbreviated-lexis were found in the 184 clauses in the analysis. These are basically abbreviations of words or phrases. Such as, lolzzz – laughing out loudly, wc – with compliment, omg – oh my god, btw – by the way, mal – most attractive lady, nowhr- no where, gmom – grand mother, td – ta da. The participants used one word abbreviations as well such as, nt – not, bt – but, sry – sorry, swt – sweet, favr – favorite, abt – about, ppls – peoples, nd – and, grls/z – girls.

Around 60 ellipsis-lexis were found in the 184 clauses in the analysis. The users dropped the last part of 60 words without changing the spelling of the words. Such as, lookin(g), tryin(g), standin(g), actin(g), clickin(g), talking(g), uploadin(g), spendin(g), sittin(g), sleepin(g), cryin(g), goin(g), usin(g), gues(s), don(t), kno(w), tru(e), mayb(e), nic(e), cel(l), com(e), agre(e), hav(e), prof(ile), pic(ture), fav(orite), fab(olous), gav(e). The dropped parts are shown in brackets.

Around 40 pictographs were found in the184 clauses in the analysis. Pictographs reflects emotions of human-being such as, ☺ - happy face, ☹ - sad face, (~) – disappointment, D - , P - . Some pictographs represent words as symbols, @ - and, at.

Except for these grammatical and lexical characteristics code-switching and code-mixing were found in the Facebook posts; participants often mixed English with Bengali and at times used Arabic greetings and attributes. They mixed two forms of addresses in Bengali in a clause and they also switched to Bengali for the entire clause.

The effect of Computer-Mediated Language (CML) is not significant in terms of the students' recounts since 33 students out of the 40 students. There were only seven recounts with Computer-Mediated Language (CML) features out of the 40 recounts which were only 17.5% of the collected data. But these teenagers who use computer and the Internet to write and submit their written papers should be aware of the classification of genres of Computer-Mediated Communication (CMC) and how to work with the text in each genre. The effects of Facebook posts and Computer-Mediated Language (CML) on personal recounts are discussed below.

The use of relational process is higher in Facebook posts whereas the use of material process is higher in the personal recounts which means the participants are able to use a variety of processes in order to function in a given context.

The use of simple present tense as well as the past tense is higher in the Facebook posts whereas the use of simple past tense is significant in personal recounts. This means the participants are able to use tense sequence.

The use of linking words related to time is not high but visible in both Facebook posts and personal recounts. The participants do not always use linking words instead they just start a new paragraph in the personal recounts or add a new comment in the Facebook.

The use of addresses is similar in the Facebook posts and personal recounts as the participants are communicating with friends in both the genres.

The use of L type pronoun is higher in Facebook posts whereas the use of first person pronoun is significant in personal recounts which mean the participants are aware of the H and L codes.

The use of texting-lexis is the highest in Facebook post as well as 7 personal recounts as the participants used Computer-Mediated Language (CML) as if they were speaking.

The use of ellipsis-lexis is fewer in personal recounts compared to Facebook posts and the use of abbreviated-lexis is and pictograph is high in Facebook posts but almost none in the personal recounts.

The use of Computer-Mediated Language (CML) in Facebook posts is more of a spoken discourse whereas CML-ized recounts is in-between

spoken and written discourse as these recounts consists language features of a personal recount even though the participants tend to write as if in spoken discourse.

In terms of the text organization of the recounts the students were able to reflect on their EID experiences. The orientation, explanation of series of events and reorientation were understandable in the recounts. The linguistic features outlined by Derewianka (1990) of personal recounts are also visible in the recounts. The students were aware of the subject matter except the student who did not know about the topic perhaps he was either absent or did not pay attention. The seven recounts with Computer-Mediated Language (CML) characteristics are the result of the impact of the Social Networking Websites (SNW) in the students' personal recount. The participants who used Computer-Mediated Language (CML) in their written recounts should get feedback from their teachers with what is expected from them in order to function in a given context.

Possible Pedagogical Applications for Teaching and Learning

Learners do not always prefer to learn English as a system of words and sounds by using a set of rules. In social network learning takes place by internalizing the processes witnessed in the social world of activity. Since learners engage themselves in Computer-Mediated Communication (CMC) for socializing they actually acquire the language naturally. Teachers with the knowledge of the emerging genres of Computer-Mediated Communication (CMC) can facilitate by building communication networks. Possible academic application of communication network in a SNW is suggested in Figure 2.

Figure 2: Communication Network

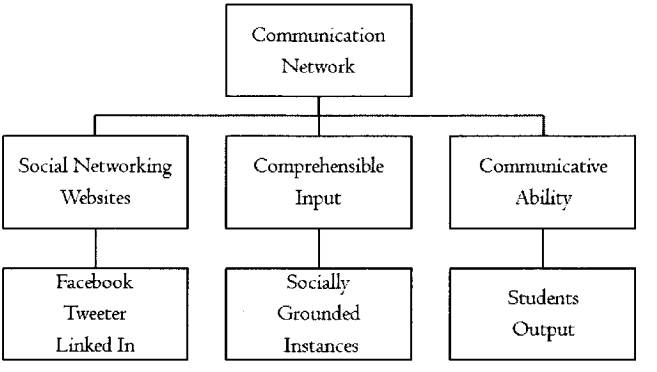
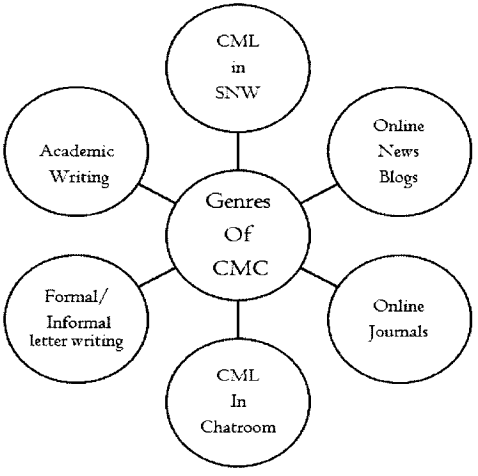


Figure 2 indicates the communication network in a Social Networking Website (SNW) such as Facebook where the students are exposed to real life instances in the target language. Teachers can initiate a topic where the students can add posts without any restrictions. Teacher as a guide can provide comprehensible input time to time which will help to elicit students' response. By using this model teachers and students can build an online communication network. After building up the network teachers can show students how to function in different contexts. Teachers can introduce the genres of CMC (see Figure 3) to the students. Students and teachers can explore how texts work in each genre of Computer-Mediated Communication (CMC).

Figure 3: Genres of CMC



Once a teacher builds up a communication network he/she can introduce each genre to students as shown in Figure 3. After communicating with students through Social Networking Website (SNW) for a period of time the teacher can show the students how texts work in Social Networking Website (SNW) followed by introducing the genre of online news blogs. Then teachers can assign a topic for online journal writing for which the students can discuss in chatrooms. Then the teachers can start teaching how to write informal letters followed by formal letters and at the end of the course the teacher can guide them to write academic papers. Teachers can show the students how texts work in each genre of Computer-Mediated Communication (CMC) in terms of organization and explore the language features of each genre with the students. Thus the teacher can facilitate students to explore the genres of Computer-Mediated Communication (CMC).

Conclusion

The major findings of this research focusing on how texts work in two genres of Computer-Mediated Communication (CMC) – Computer-Mediated Language (CML) in Social Networking Websites (SNW) and personal recounts in informal letters; give some idea how to exploit Social Networking Websites (SNW) for teaching and learning for a possible pedagogical application of communication network.

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