Meaning communicated Online Chat

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Declaration

I, hereby, declare that this dissertation consists of all the original works conducted by me except the quotations and citations. The concepts or ideas taken from other sources have been cited properly. Moreover, this dissertation has not been submitted previously or concurrently in any other institution.

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Abstract

The aim of this paper is to give a deeper look on how people perceive message, information correctly in online chats; in spite of the absence of non-verbal actions. Since people now-a-days are more into online chats rather face-to face conversation when it comes socialize or just to keep in touch with others. Both qualitative and quantitative methods are being used to conduct the research. Lastly, the paper sums up with the fact that how without any non-verbal action communication can be comprehensive to people.

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Chapter: 1

Introduction

Language is the salient feature through which people communicate with each other around the world. Interaction is one of the most important aspect to master any language. The traditional way of interaction is face to face conversation, where two or more people communicate with each other in real time. With the evolution of time, along with other sector technology has changed the use of language too. In addition, online discourse is the result of technological development in linguistics field. Moreover, people can communicate with anyone from any part of the world through computers and the internet and the new way of using language known as online discourse. Crystal (2001) divided online discourse into four categories which are e-mail, chat-groups, virtual world and netspeak (p.15-18). Since the trend of using internet is continuously changing its routes, Crystal (2001) mentioned that these labeling is not perfect. In this paper, researcher, particularly focuses on discourse in chat rooms(p. 12). Along with verbal action, non-verbal actions are equally important to make meaningful communication. Besides, interaction is an essential part of learning a language. In between 1980s-1990s, communicative language teaching has been popular among teachers and students, which engages students in authentic interaction (Warschuer & Meliski 2000, A brief history of technology and language learning, Para.3). Furthermore, they pointed out the two approaches of communicative trend, which are cognitive and sociocognitive approaches (2000, Para.3).According to cognitive approach, "language learners construct a mental model of a language system, based not on habit formation, but rather on innate cognitive knowledge in interaction with comprehensible, meaningful language", Warscheuer & Meliski (2000) quoted Chomsky's definition of the cognitive approach (cognitive approaches, Para.1) Learners are more exposed to language in

meaningful contexts in cognitive approach. On the other hand, according to sociocognitive approach only comprehensible input is not enough but also students need practice of authentic conversation so that they can engage in conversation outside the classroom (Warscheuer & Meliski 2000, Sociocognitive approaches, Para.1). To master the target language both context and structure has to be comprehensible to learners. The purpose of the paper is to find out whether online discourses is fully meaning communicated, how people perceive meaning in online chats and also the use and change of vocabularies in online discourse.

Chapter 2: Literature Review:

2.1 Origin of Computer Assisted Language Learning: Computer assisted language learning (CALL) is an approach in which computer is used as a tool or material of language learning. Hubbard (2009) quoted , "Chapelle (2001), who links the design and evaluation of CALL tasks to a set of principles derived primarily from the research base of the interactionist perspective of second language acquisition (SLA), and Bax (2003), who views 'normalization' as the defining direction of the field, a state where technology is fully integrated into language teaching and ceases to be special or unusual, much like the textbook, pen and blackboard of the traditional classroom" (p. 2-3). "Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly," Davies (2002, Introduction, Para. 1) asserted, "as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element". At the very beginning as Hubbard (2009) mentioned in his paper, "CALL focused on two areas: developing word processing skills in learners and the use of text based and later graphic organizers to support the writing process" (p.6). Over the last 30 years the CALL program has gradually developed, mentioned by Warsechuer (1996, Introduction, Para. 1). Stating the CALL development Warschuer (1996) catagorazied the CALL in three different phases which he addressed as behavioristic CALL, communicative CALL, and integrative CALL. In addition to, integrative CALL has two sub-division; multimedia and web-based. PowerPoint, movies, songs, etc. are forms of multimedia and anything which is based on online is web-based.

2.1.1 Behavioristic CALL

Based on the dominant behaviorist theories of learning in 1950s the first phase of CALL was conceived and in the 1960s and '70s, it was being implemented (Warscheeur,1996, Behavioristic Call, Para. 1). Drill and practice were the feature of this program. The program was known as Computer Assisted Instruction during that time (Gunduz, 2005). According to Warscheur (1996, Behavioristic Call, Para. 2), behavioristic CALL was undermined by two important factors in the late 1970s and early 1980s. First, behavioristic approaches to language learning had been rejected at both the theoretical and the pedagogical level; secondly, the introduction of the microcomputer allowed a whole new range of possibilities (1996, Para.3).

2.1.2 Communicative CALL

Communicative CALL is the second phase and in 1970 & 1980s, it has become popular among students and teachers. The focus of Communicative Call was not on what linguistic forms learners learned, rather focus was on how learners use linguistic forms reported by Gunduz (2000, p.198). "Proponents of this approach felt that the drill and practice programs of the previous decade did not allow enough authentic communication to be of much value" (Warscheur,1996, Communicative Call, Para.1).

2.1.3 Integrative CALL: Multimedia

According to Warscheur (1996, Step towards Integrative Call:Mutimedia, Para.1) Integrative approaches to CALL are based on two important technological developments of the last decade-- multimedia computers and the Internet. Multimedia Technology--exemplified today by the CD-

ROM-- allows a variety of media (text, graphics, sound, animation, and video) to be accessed on a single machine (1996, Step towards Integrative Call: Mutimedia, Para.1)

2.1.4 Integrative CALL: The Internet

Computer-mediated communication (CMC), as Warscheur (1996, Step towards Integrative Call:Internet, Para.1) stated that it has existed in primitive form since the 1960s, but has only become widespread in the last five years, is probably the single computer application to date with the greatest impact on language teaching. For the first time, language learners can communicate directly, inexpensively, and conveniently with other learners or speakers of the target language 24 hours a day, from school, work, or home (1996, Step towards Integrative Call:Internet, Para.3).

2.2 Beginning of computer mediated communication (CMC): Since 1960s, CMC is perhaps the only computer application till now which has great influence language teaching. With time computer mediated communication has become the most popular way of language learning. CMC plays a significant role in language teaching and learning in present era. Around fifty years ago the term "computer mediated communication" first used in linguistics field. Nguyen (2008) referred Hiltz and Turoff (1978) in his paper, who first came up with the term CMC and defined CMC as "the process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages"(what is CMC, Para. 1). Different perspective and opinion has been given regarding the role of CMC in language learning. "This form of communication, with a broad scope of processes and tool-use, facilitates information design and delivery, and human-human and human-machine interactions with structural, cognitive and sociocognitive implications", sated by

Nguyen (2008, what is CMC Para.2). In short, CMC engages people to communicate with each other through the computer. Additionally, Warschauer (2001) divided CMC in synchronous computer mediated communication and asynchronous computer mediated communication as two modes whereas in synchronous people communicate with others in real time via chat at the same time; nevertheless in asynchronous communication occurs in delayed via computer for instance e-mail. Evidently, synchronous CMC more helpful for fluency and asynchronous CMC beneficial for learners accuracy (p. 207). Agreeing with this Hosseni (2015) quoted (Lee, 2001) and (Skeys, 2005) in his journal that learners can relate face to face context in SCMC (synchronous computer mediated communication) and also able to monitor their use of language (p. 164). As a research result, Payne & Whitney found that in case L2 oral proficiency development SCMC is more beneficial for learners (p. 23-24). In contrast, asynchronous is more constructive when it comes to developing learners in critical thinking and problem solving tasks stated by Jonassen & Kwon quoted in Hosseni's journal (2015, p. 164). In the present era, online discourse as in chat rooms are more popular rather than email among people. According to Nuygen (2008), "CMC is believed to offer a number of pedagogical application", which is beneficial to acquire the target language (Pedagogical benefits of CMC, Para.1).

2.3 Face to face conversation vs. Online Chats: Along with linguistic competence, discourse competence is important to master the target language. While communicating with others facial expression, gestures, body languages, pauses, tones help to understand the conversation. On the contrary, in online chats people have to analyze the whole discourse through text. Linguistic Scholars agreed there are vast benefits of online chats in terms of second language acquisition. To acquire language metalinguistics structures such as grammar, pragmatical competence, and intercultural competence is needed and CMC facilitates these benefits stated by Warschauer

(1996). Fitzpatrick and Donnely (2010) excerpted Conole & Oliver, (2007) in their journal to state that without online discussion. it would have been difficult to facilitate interaction (p. 3). Beck, Wintermantel, Borg showed the differentiation between FTF and CMC stating that CMC is written or typed form of real time conversation and also can create misunderstanding since physical appearance is missing in CMC (p.500). However, CMC facilitates more equal participation that FTF asserted by Beck, Wintermantel, Borg(p. 501-502). Since, age, status and gender are not salient for CMC, communication is more equalized in CMC than FTF Beck,Wintemantel, Borg quoted Berger, Fisek, Norman, & Zelditch, (1977) in their paper (p.509). Furthermore, they refer Kraus & Fussell, (1990); Wintermantel, (1991a) to affirm that in FTF people can ensure whether they are being understood through facial expressions which is missing in CMC (p. 506). Afterwards, they also added that FTF is more personal and less task oriented than CMC because of lack of social cues in CMC (p. 508). Unlike FTF, online conversation is less coherent. CMC is illustrated by a lack of cross-turn coherence: disrupted adjacency, overlapping exchanges, and topic decay mentioned by Herring (1999). Considering the lack of coherence in CMC, Liu (2011) quoted Vanpatten (1990) that he pointed out participants have the tendency to process the meaning first (p.23). Additionally, Liu (2011) illustrated that compared to face to face conversation CMC gives learners more time process information and also gives the opportunity to focus on form, whereas in FTF learners has less space of memory to store new information (p.23-24). Learners tend to more focused on form in CMC than face to face conversation (Warschuer 1997). Moreover, CMC reduces learners affective filter which helps to learn the language and also provides a naturalistic environment for target language learners pointed out by Liu (2011, p.23). People learn language better when they

use it in real time. Considering the fact of the usage of technology and popularities of social network sites around the world, online chats can be used as a language learning tool.

2.4 Definition of Conversation Analysis: Sociologist Erving Goffman and Harold Garfinkel first came up with the idea of conversational analysis and they define CA as the way people interact with one another in a society; the way can be both ordinary and extraordinary (Sidnell 2010, p.168). Conversation or interaction with people is an integral part of our daily life. People are in constant use of language through long or short conversation. The fundamental goal of CA is to illustrate interaction rather than linguistic aspects stated by Sidnell (2010, p. 167). In addition to, the basic rules of conversational analysis is to focus on "social rules which are maintained in and through talk-in interaction" rather than structural aspects of language (p.168). Conversational analysis studies, stated by Mazeland (2006, p. 153), methods of usage of talk in interaction, which people use language while communicating socially in real- life. In other words, analyzing human action through their conversation, stated by Schegloff (1963). The way people engage themselves in conversation, the choice and use of words give an idea about their culture and themselves. As Sidnell (2010) mentioned in his book that the purpose of conversational analysis is to "describe, analyze and understand talk as a basic and a constitutive feature of social life"(p. 1). Apart from the linguistic structure other aspects are important to continue, open and close a conversation. Later on, Liddicoat (2007) mentioned in his paper that conversation analysis is not only sturdy the distinction between formal and non-formal conversation about everyday life, but also understand the situation in which that particular conversation occurred (p. 06). In short, conversational analysis reasonably studies all the areas of societal related talk.

2.5 Speech Act theory and conversation analysis: Speech act is an utterance which considered as an action which also includes intention, purpose and effects of an utterance. Austin (1962) pointed out that, earlier statements are only being used to illustrate the truth, but the role of the statement is "not to report" or "to describe" rather than act according the utterance (p, 1-3). The British philosopher J.L. Austin first introduced the speech act theory in 1975 in his well known book "How to do things with words"; later on John Searle developed the theory and gave higher dimension. Statements are also a part of conversation and conversation is not only about depicting the fact but also to perform as per utterance. Vanderveken (2001) mentioned that the speech act is not isolated part in communication rather its more appear in communication like discourse and conversation (p.26). Utterances have different and specific meaning to its speaker and hearer let alone its linguistic meaning. Thus, Austin (1962) uttered, "many specially perplexing words embedded in apparently descriptive statements do not serve to indicate some specially odd additional feature in the reality reported, but to indicate (not to report) the circumstances in which the statement is made or reservations to which it is subject or the way in which it is to be taken and the like" (p, 3). Illustrating the previous point, he mentioned that particular utterances do not depict any fact rather, it's a part of the action (p, 5). Performative utterances do not describe or report any true or false in a statement, but constative utterances denote the situation regarding true or false (p, 4-5). To make statement felicia Performative utterances require action while uttering any statements (p, 3-4). Defining the speech act, John Searl (1969) reported that to understand language one need to understand the speaker's intention (p, 18-19). Without understanding the speaker's intention, the hearer will able not be understood the utterances that made by the speaker (p, 20). However, to understand the whole speech act,

we need the understand the context in which speech is uttered, and also statement infelicia can occur if utterance and situation do not go with each other. As Austine (1962) stated,

> "We must consider the total situation in which the utterance is issued- the total speech act – if we are to see the parallel between statements and performative utterance, and how each can go wrong. Perhaps, indeed there is no great distinction between statements and performative utterances" (p. 52).

Austin could not able to show the clear difference between performative utterance and plain statement. Thus, to give deeper look, Austin divides the speech act into three categories and those are locutionary act, illocutionary act and perlocutionary acts. The act of saying something is locutionary act and utterance has a meaning which conveys or express (Austin 1962: p, 94). Asking questions, answering questions, giving information, etc. is a locutionary act (p, 98). Austin (1962) affirms "whether we were advising, or merely suggesting, or actually ordering, whether we were strictly promising or only announcing a vague intention"(p, 99). While it means making the locutionary act, we are also making elocutionary act. Illocutionary acts contain intention of the speaker and behind every utterance there is an intention to utter it. Thereby, Austin stated that "Whenever I 'say' anything... I shall be performing both locutionary and illocutionary acts" (Austin 1962: 132). Lastly, he describes the perlocutionary stating,

> "Saying something will often, or even normally, produce certain consequential effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons: and it may be done with the design, intention, or purpose of producing them; and we may then say, thinking of this, that the speaker has performed an act in the nomenclature of which reference is made either (C. a), only obliquely, or even (C. b), not at all, to the performance of the locutionary or illocutionary act. We shall call the

performance of an act of this kind the performance of a perlocutionary act or perlocution" (p,101).

In short, Perlocutionary act means the response of the audience after saying something.

2.6 Online chats and Aspects Conversation Analysis: There some aspects which make a conversation meaningful and understandable. Society, cultural background, non- verbal action, etc. influences a person's usage of language and also plays a role language acquisition. Sidnell (2007) stated that aspects like turn-taking, repair, overlapping, cultural background of participants help to shape a conversation (p. 230). Since online chats occur between two or more people in real time, it is similar to a face to face conversation. Freierumth (2005) points out that online chat has been labeled as written conversation (p.3). Hence, to make a meaningful conversation same aspects are needed in online chats as face to face conversation.

2.6.1 Turn-Taking: In any conversation people need to contribute their share of opinion or thoughts to make a conversation and also they need to understand the cue of their talking which known as turn-taking. Turn-taking means change of speaker in a conversation, stated by Liddicoat (2007, p.64). In any conversation speaker cannot start his/her turn whenever he/she wants. Thus, recognition of the transition relevance place is important. To illustrate the turn-taking system Raymond and Sidnell (2014) referred Sacks, Jefferson and Schegloff's two components of turn taking system which are turn-constructional component and turn-allocation component (p,251). In the paper of Raymond and Sidnell (2014) they also mentioned that, Sacks, Jefferson and Schegloff, defined turn-constructional component as speaker change can occur or turn may pass to another speaker at the end of the unit and turn allocation means how turns are allocated among participants (p.251). As in transition point is the place where the speaker can easily recognize where to start or end the conversation in turn constructional unit. During face to

face interaction or over phone conversation people get the idea of their turn to contribute in a conversation. Thus, there few rules of turn taking given by Sacks, Jefferson, Schegloff (qtd. in Raymond and Sidnell 2014, p. 252). Turn-taking rules are of (a) if the first speaker gives the floor to next speaker then next speaker is allowed to take the turn and current speaker stops (b) if the current speaker does not select any speaker, then anyone could take the turn (c) if no one takes the turn then current speaker continues or need to continue the conversation (p. 252). However, in online chat floor of conversation is always open for everyone, but in term of multiple participants interruption and misunderstanding occur often (Freierumth 2005, p. 3-4). Also other scholars found in their research that turn-taking can be more problematic in online chat rather than face to face situation (McKinlay et al. 1994).

2.6.2 Overlapping: When two or more people compete for the floor to talk and one speaker takes the turn of talking while current speaker talks or someone takes others turn intentionally. Illustrating the definition of overlapping Poehacker (1998) states that talking while another person is talking often creates overlapping in conversation and also quoted Nofsigner words that often people talk in the middle of other speakers' turn, even knowing that it is another speaker tun to talk as well create overlapping in conversation(p.16). Furthermore, often people take pauses or gaps while talking. Overlapping occurs face to face conversation so it gets more complicated when communicating in online chats. Describing the role of overlapping in online chat Lloret (2011) referred Sacks et.al(1974) in her paper that the floor is open for everyone in online chat whereas in face to face conversation one person talk at a time (p.312). Additionally, Lloret states that there is no competition in online chat since people send messages concurrently; besides sequences of messages depends on person's typing speed, server connection speed between the participant's computer (p. 312). As messages are sent simultaneously, it can lead

online conversation to overlap. Also, Lorret mentioned that in oral conversation transition point gets quite clear through non-verbal action which is absent in online chatting (p.312). Thereby, participants may get confused among a bundle of message threads while communicating through online chat.

2.6.3 Eye-Contact: Eye-contact is an important part of communication. Through gaze and the way of looking to other people is another way delivering messages. On whole, every way of eye-direction expresses different social meaning which varies from culture to culture (p.16). Starting to change of speaker to the level of interest of others can be assumed through a gaze. Basically, to what extend someone listening, understanding, agreeing, disagreeing, wants to close or start over a conversation can be identified through their way of looking (Poehacker, 1998:20). For instance, he cited Gosling (1981:166) during a conversation if one of participants avoids eye-contact then it sort of conveys the person's interest of talking. In contrast, this particular type of communication lacks in online chats. Unless anyone types their opinion in words, it is difficult to understand what is going on the other side of the chatbox.

2.6.4 Facial expression: During a conversation, facial expression plays a role of mirror. Every facial expressions convey the state of mind of the participant. Firth (2009) mentioned in his paper that among all non-verbal actions, facial expression is most important in social interaction and also while interacting with each other every expression of participant contains a message. Also, facial expression becomes a way of communication if the observer gets familiar with the expression of the sender (Parkinson qtd in. Firth 2009). However, online chats do not give the privilege to the participants to observe each others facial expression. Thereby, Wallraven(2009) stated in his article that Scientist of Max Plnack Institution of biological cybernetics found that human can easily decipher the message of the natural expression rather than expression in still

pictures. Through facial expressions people from different cultures can understand each other, so without facial expression whole face to face interaction can convey the wrong message which can make the whole communication incomprehensible.

2.6.5 Gesture and posture: Another important non-verbal action is gesture and posture. Change of gesture and posture in the middle of a conversation conveys different messages. Defining the role of posture in a conversation Poehacker (1998) that in the middle of a conversation if a person suddenly changes his/her posture, then he/she might want to take the floor with others mutuality (p.21). Besides, stated by Mehrabian and Friar (1969) that one's state of mind and change in emotions also can be sensed through that person's posture (qtd in. Kleinsmith, Silva, & Berthouze, 2006). Moreover, posture like taking a breath,leaning forward and backward to give other participants a signal and message that another participant is done talking about the topic (Poehacker 1998: p.21). However, gestures can be understood differently depends on culture (Poehacker 1998: p.21). Like other non-verbal cues, gesture and posture is also unavailable in online chats.

2.6.6 Intonation: The pitch of voice tone determines how receiver responds to the senders message. Poehacker(1998) mentioned that pitch of voice plays a role of good turn-yielding (p.22). Also, he affirmed that people raise their voice tone when they want to take the floor (p.22). Another significant part of intonation is silence, pauses or gaps. According to Nakne (2007) "silences that occur within a single turn, 'gaps' occur at a transition relevance place (TRP), and 'lapses' occur at a TRP when talk discontinues and the floor is not claimed by any of the fellow participants" (qtd in. Maslamani 2011: p.95). The length of silence expresses different meanings in different culture. On the other hand, pauses and silences can lead confusion in online chats depend on the length of silence and also overlapping can occur.

Chapter 3: Methodology

This chapter will illustrate the strategy of research design, particularly the procedures and methods used in it. Also, this chapter will describe the participants, settings, time frame, instruments of the research. All in all, this chapter includes how the respondents are chosen, how the instruments were determined and also how the data will help to analyze the purpose this paper.

3.1 Objective of the paper: The objective of the paper is to identify how people manage to understand their conversation through online without any non verbal action.

3.2 Research questions:

- Is online discourse fully meaning communicated?

3.3 Research Design:

The research has been conducted using two types of data. It is a mixed method technique. Qualitative and quantitative both methods are being used in research. Subjective and objective both data are needed to achieve the purpose of the paper. Thus, dichotomous scale is being used for general views and opinions to measure in what extend online discourse are meaning communicated and also a revolution of vocabularies in online chats. Only close-ended questions are rated by dichotomous scale. Additionally, to obtain profound insight on online chats researcher designed an open- ended questionnaire. Since, it is not possible to measure every response on the basis of dichotomous scale so questionnaire was used to get more detail and clear opinions of people. It was an online survey. Through "Google DOC" researcher conducted

the survey. The ratings of dichotomous questions are converted into percentages and to depict the data graphically pie charts are being used.

3.4 Participants: The survey is conducted among common people. The target participants were people who are familiar with online chats and usually use it in daily life. Since, online chat is popular among young generation so mostly university students were the respondents of this survey. One hundred students from different universities of Bangladesh took part in this survey through online.

3.5 Instruments: The researcher prepared a two set of questions for the survey. One is survey questions and another is questionnaire. There are ten questions for survey questions and all of them are close-ended. Basically, these survey questions are for general opinions on online chats. Participants had to choose their answers from the given options. Furthermore, questionnaire contains ten questions too. The second set of questions is opinion based and open-ended. Respondents shared their own opinion in this section. To get more insight about the subject, researcher designed the second set questions of the survey.

3.6 Data collection and procedure: The data were collected from online through "Google Doc". At first researcher prepare the questions and then put it on "Google Doc" and saved it as a form. Afterwards, researcher sends the link of form to respondents via Facebook. The responses were saved to researcher mail account.

3.7 Time frame and Settings: Within two week's responses were collected. Since it was an online survey settings was informal. Respondents gave responses on their suitable time. Thus, participants got enough time to process their answers before submitting it. Because of informal settings, participants were more relaxed and did not feel any pressure to share their opinions.

3.8 Significance of the Study: The significance of the study is to find out to what extend people completely understand each other thorough online conversation. Also, the changes in the use of words in online chats are playing an important role of regular use of language.

3.9 Limitations: Though online chat is popular among people , there is not much research done in this area of linguistics in Bangladesh. Moreover, time was limited since the research is part of researcher's undergraduate course completion. More data could be collected if there were more time which would have been more accurate as well. Nonetheless, the collected data are deeply analyzed as possible to get accurate answers.

Chapter 4: Finding and Analysis

Finding and analysis: This chapter depicts the data of researchers' which are taken on through online survey and open ended questionnaire along with analysis.

4.1 Survey question Analysis:

❖ Which social network site do you use mostly?

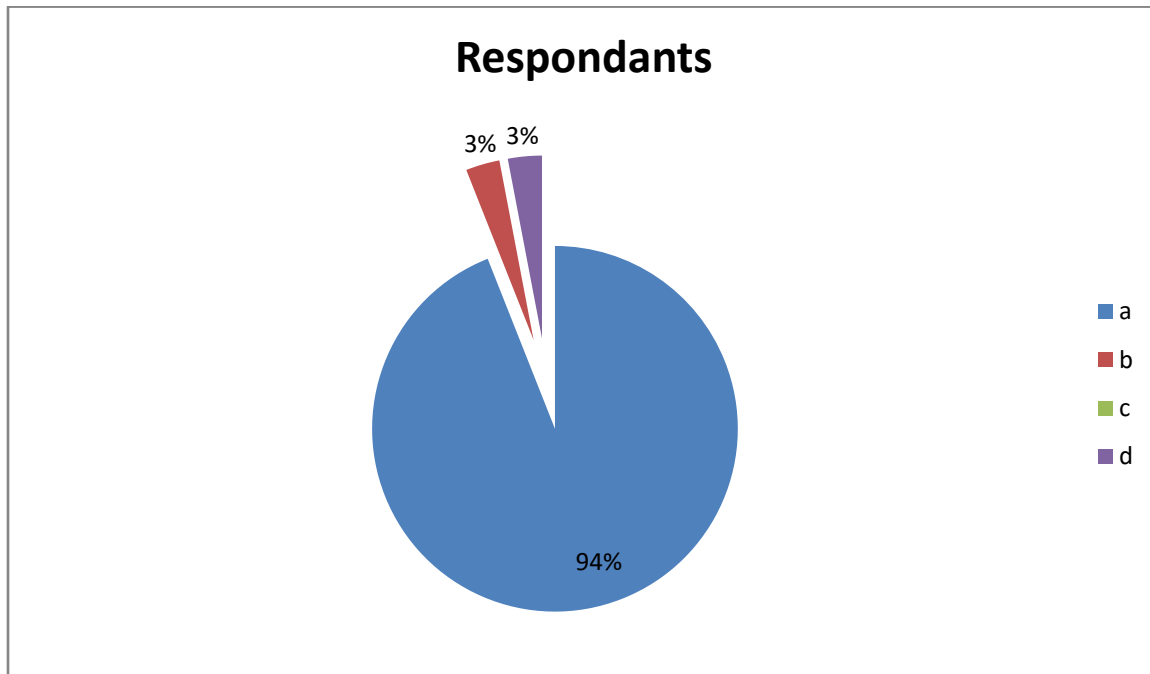a) Facebook   b) twitter   c) Linkedin   d) None

Figure: 1

Between 100 of respondents, 94% use Facebook mostly to connect to the virtual world. Let alone at recreation time, people use Facebook nowadays as a part of their routine work. Instead of writing people gradually getting more fond of typing. Online chatting came way before Facebook. Nevertheless, Facebook made online chatting more popular amid people, especially among the young generation. In the present era, interacting with other or socializing means

chatting on Facebook. Besides, the percentage proves to what extent Facebook is popular among people.

❖ On average, how many hours do you spend on chatting?

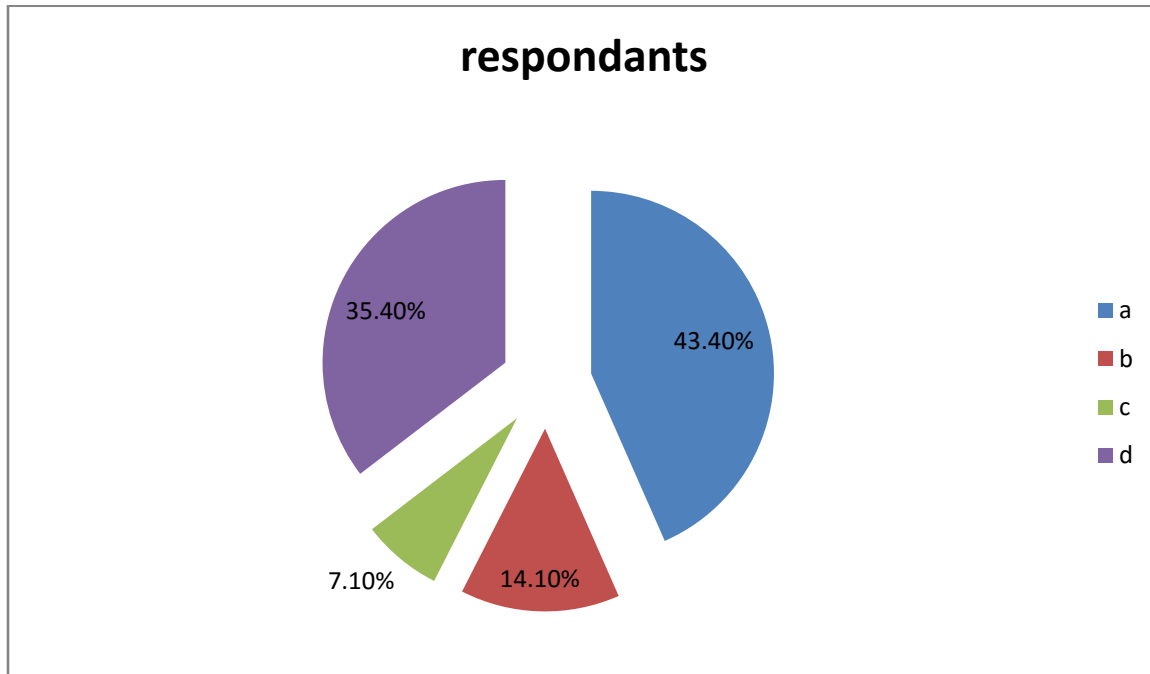a) 2-4hr   b) 6-8hr   c) 8-12hrs   d) less than 2 hours.

Figure: 2

43.40% of participant spend 2-4hr in online chatting on a daily basis. 35.40% spend less than 2 hours, 14.10% spend 6-8hr and rest 7.10% spend 8-12hr. Data shows that most people spend most of their time in online chatting. People communicate more in online chats rather than in real life.

❖ Do you use only English while chatting?

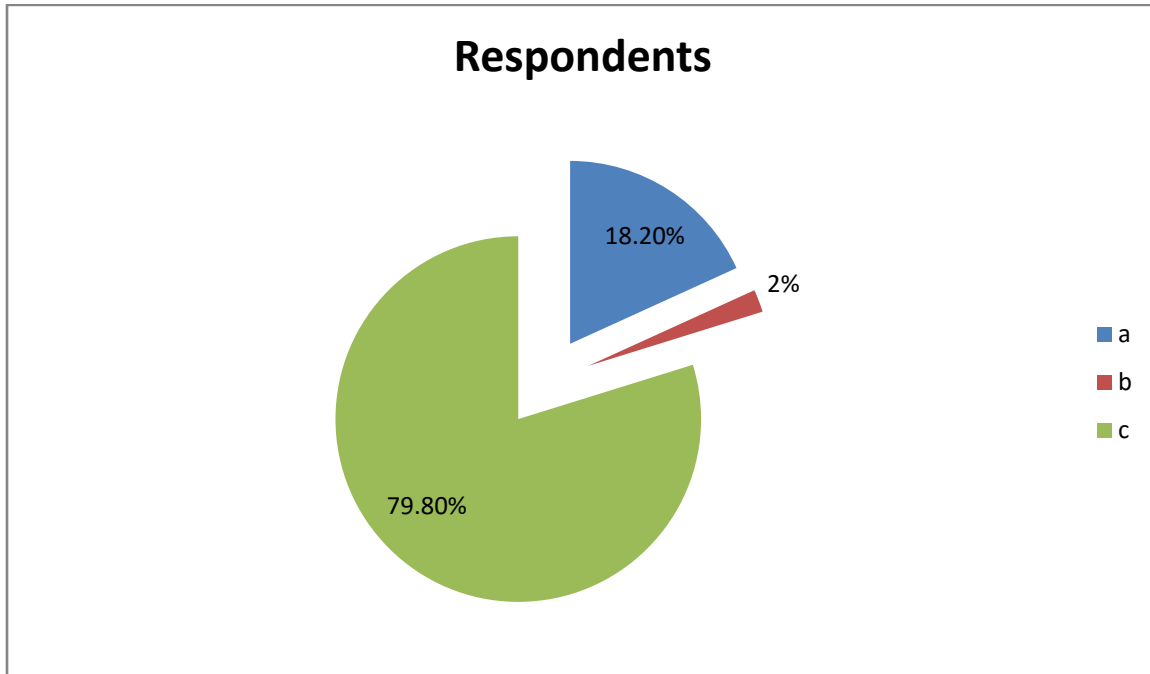a) Yes   b) No   c) both Bangla & English

Figure: 3

Only 18.20% participants use English while chatting and 2% use only their native language as in Bangla during online chats. The majority of the participants, 79.80% mix both Bangla and English during communicating with others via online chats. Since people mostly use online chat as informal conversation they often mix both Bangla and English language together while chatting and also make new words by mixing both languages.

❖ Do you use proper English while communicating via online chat?
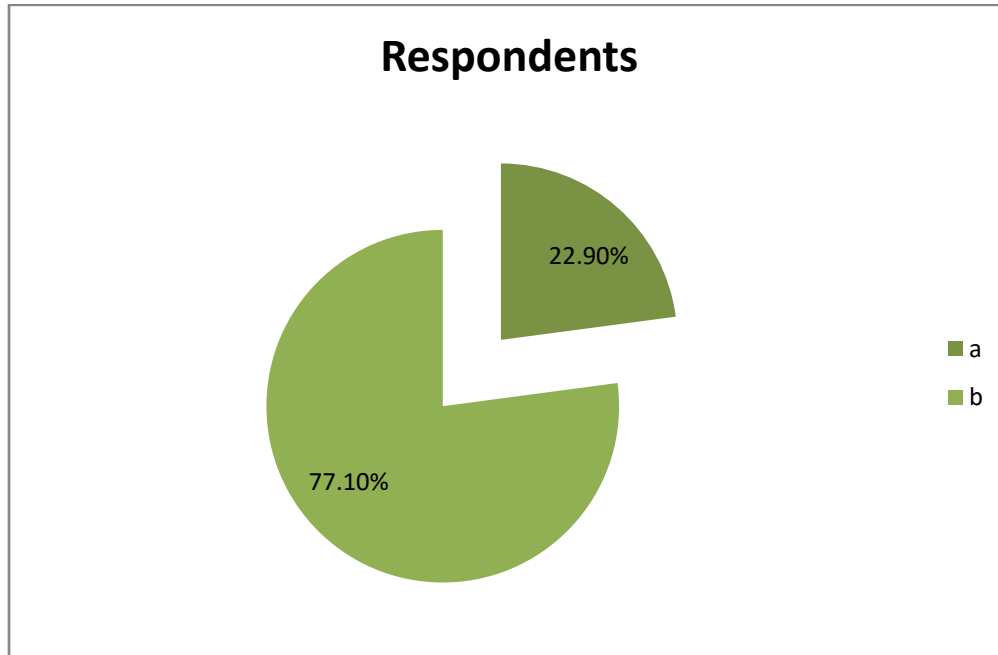
    a) Yes   b) no

Figure: 4

Mostly people do not use the correct form of English while chatting. 77.10% the maximum number of participants agreed that they do not use proper English while chatting. Rest 22.90% number of participants use proper English in online chats. Because of informal conversation people do not focus on their language usage.

❖ Do you find it difficult to understand your cue to communicate while chatting?

a) Yes   b) No

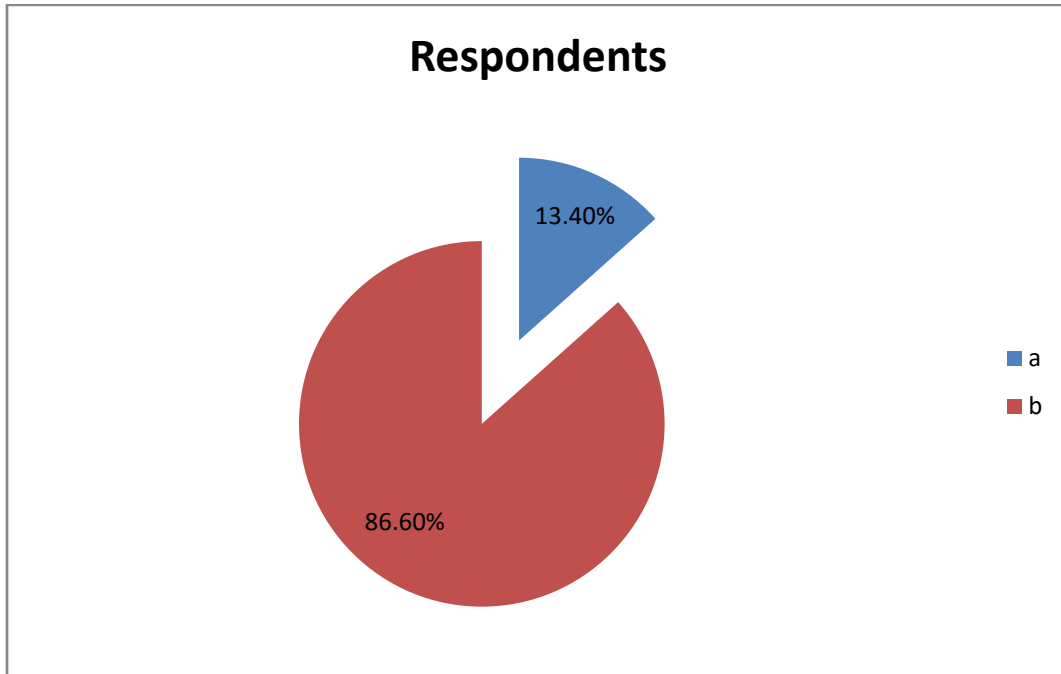**Respondents**

13.40%

86.60%

a

b

Figure: 5

86.60% participants agreed on that they do not face any difficulties understanding their turns while interacting through online chats. This ratio proves that when it comes to acknowledging the turn most of the people has the idea that when to contribute their opinion in online conversations.

❖ Do you face ' overlapping' while communicating via online chats?

a) Yes   b) No
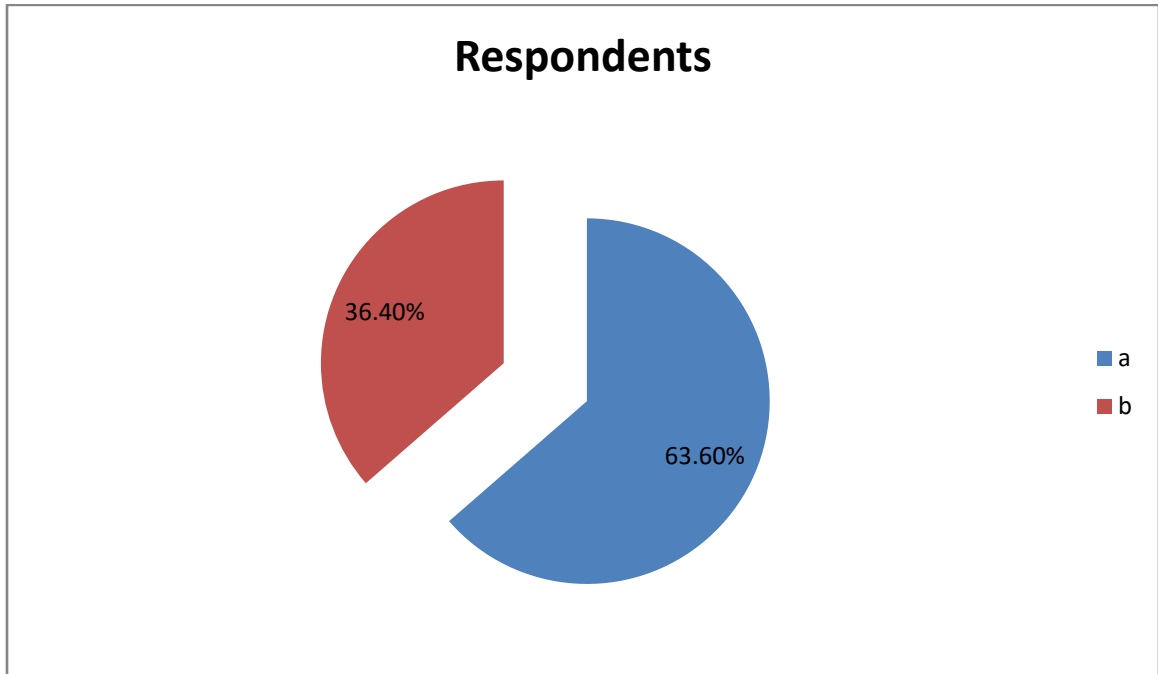
Figure: 6

63.60% of the respondents said that they do not face overlapping while online chatting. The majority of participants did not face any interruption and overlapping in online conversation. On the other hand, 36.40% participants disagree with the opinion of other respondents and they stated that they faced overlapping in online conversation. To make conversation through online chat, users must get introduced to the method of chatting.

❖ Do you use 'fillers' like (moreover, however, furthermore) while chatting?

a) Yes   b) No
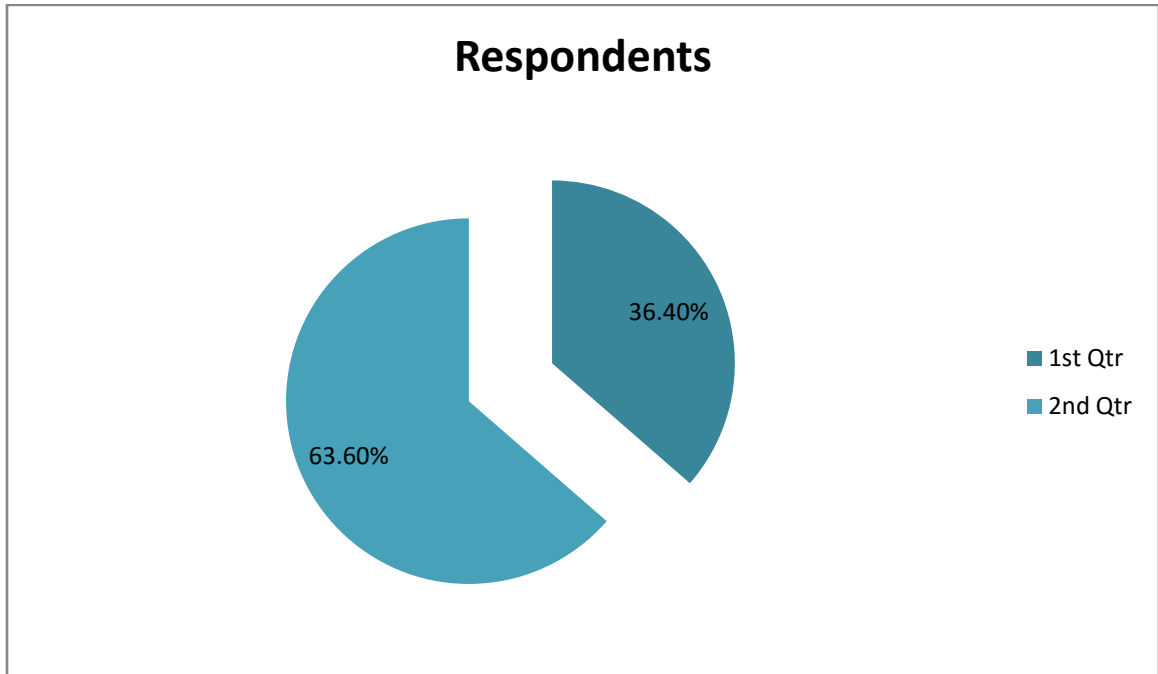
Figure: 7

Fillers like moreover, however, furthermore, helps to make connections between statements in a conversation. Often use of these fillers helps to take turns in a conversation. However, the chart illustrates an opposite of the above statement as only 36.40% participants use fillers during online chatting and majority of the participant 63.60% do not use fillers in online chats. According to the chart, without any use of fillers people able to understand each other thorough online chats.

❖ Do you think compared to face to face conversation online chatting is more comfortable?

a) Yes b) No

Respomdents

42.40%

57.60%

■ a
■ b
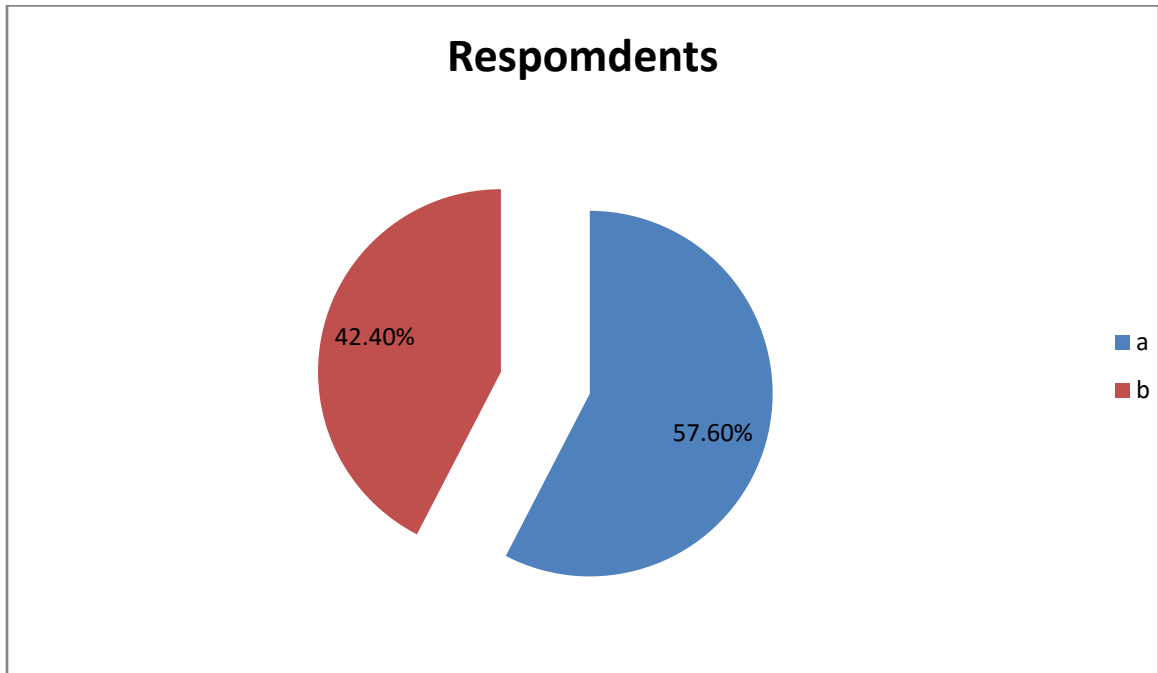
Figure: 8

Some scholars mentioned online chat is similar to face to face conversation, on the contrast, other scholars stated online conversation is not as effective as interaction in person in real time because of lacking of non-verbal actions. The chart also depicts the same opinion as mentioned the above. 57.60%, almost more than half of the participants think that face to face conversation is more comfortable than online chats, however, rest 42.40% respondents feels it is more relaxing to connect with people through online chats. Comparing to the use of technology and human dependency on technology and the internet make online chats more popular and reliable people.

❖ Do you think chatting improves English?

a) Yes   b) No
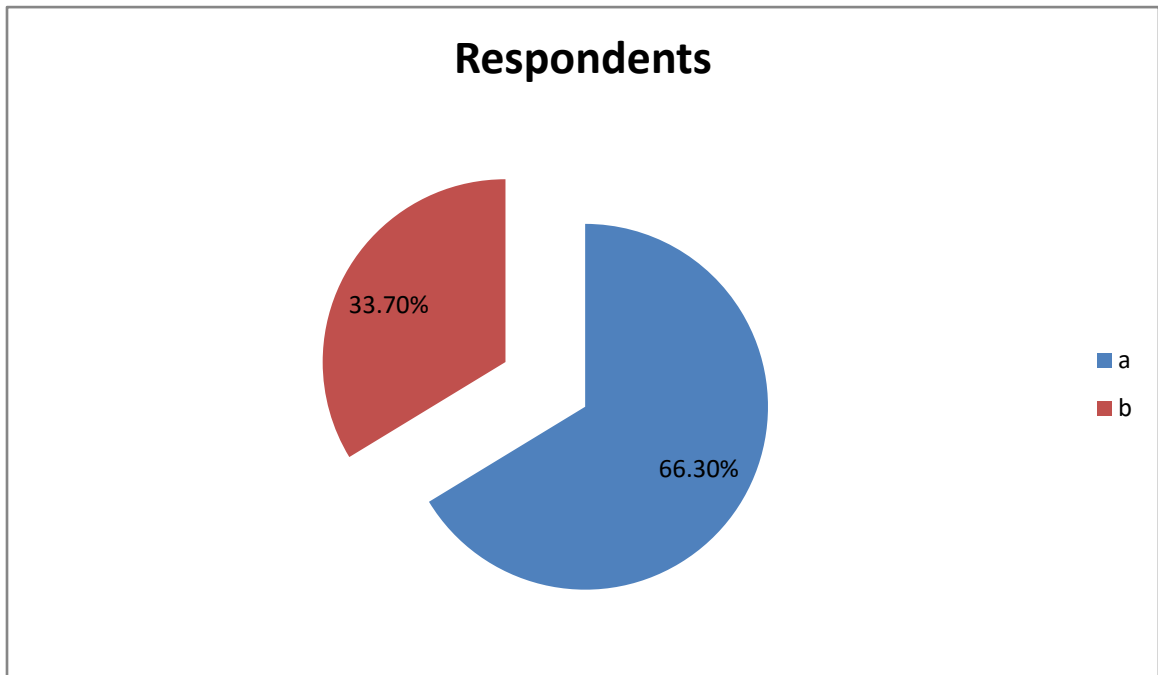
Figure: 9

To master any language people has to use language more in real life. The more people use the target language in real life, the more and faster they will master the target language. Since Facebook is the key to connect to the whole world, people has to use English to chat on Facebook. As it is mentioned earlier, people nowadays are spending more time in a virtual world rather than being a part of the real world, so they mostly interact with others through chatting than interaction in person. Thereby, 66.30% respondents agreed that chatting helps to improve English and rest 33.70% thinks the other way around.

10. Do you agree emoticons has any role in term of increasing English Vocabulary?

a) Yes   b) No
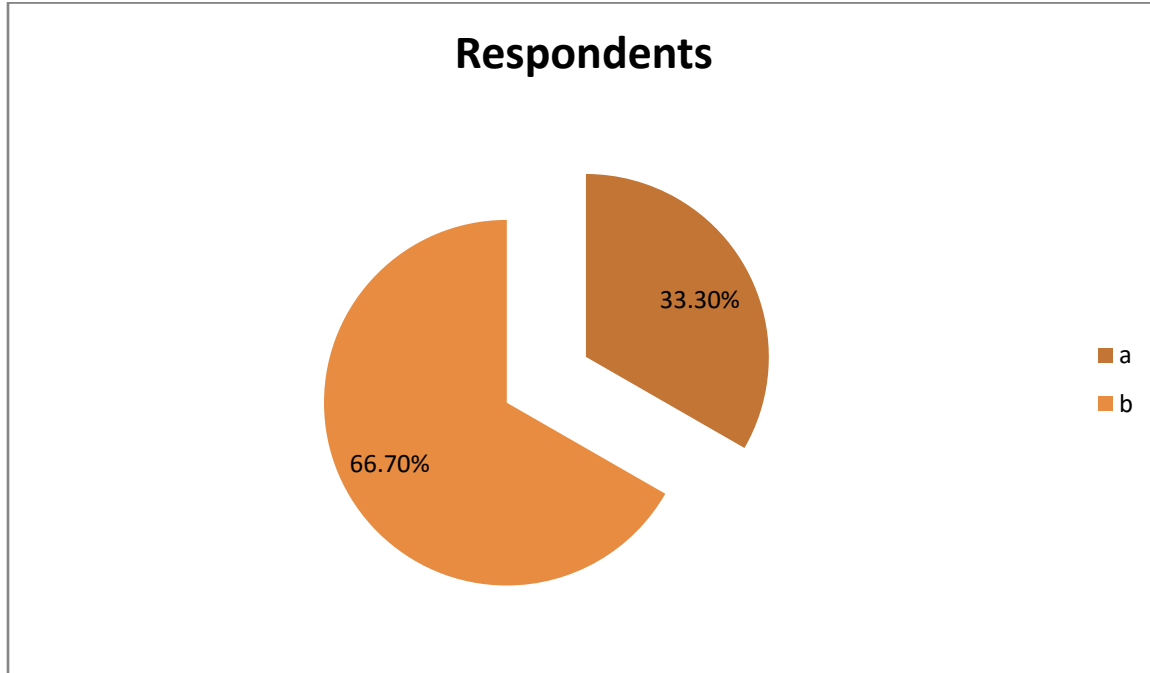
Figure: 10

The biggest part of online chatting is emoticons. To some extend emoticons play a role of non-verbal action, especially try to fill up facial expression. When it comes to learning and improving the target language, vocabulary is an essential part of the language. Probably, people more or less are acquainted with every facial expression, but might not know the exact word in the target language. Because of emoticons people starts to get familiar with new words while chatting which helps to increase English vocabulary. Yet, 66.70% think emoticons do not help in increasing vocabulary, on the contrary, 33.30% participants agreed that emoticons help to enrich English vocabulary.

4.2 Open-ended question analysis:

- What is your purpose of using social network sites and online chats? (Academic/ personal). Do you think online chats can be beneficial to learn English language? Why**?**

 The initial motto to launch Facebook was to connect people with each other around the world. Facebook brought people closer through the computer. At the very beginning Facebook chat was used to communicate with family and friends mostly. Barely people use Facebook for formal purposes. Approximately 75% participants said that they use social network site for personal purposes. Only 15% use both for personal and academic purposes. Since now-a-days Facebook is the easiest way to get connected with people, few teachers, institutions and organizations start to use Facebook to reach out the people and also for official and academic purposes. Besides connecting with everyone, Facebook also plays a role in learning English. Nearly everyone consented with the statement that chatting can be beneficial in terms of improving and learning English. Seeing the craze of Facebook among people, Facebook instant messaging is given more focus in this research. Besides, participants also pointed out that to use Facebook user has to have the knowledge of basic English. Mostly people chat with their friends and family in native language, in that case there is slight scope for progress of improvement for a beginner level English language learner. On the contrary, if beginner learners chat with native users of English language they will master the target language faster. Additionally, some leaners take time to speak in a formal classroom and also get nervous and feel shy while talking in non-native language because of inhibition, so chat can be an initial step of their target language learning. For some particular learners, chatting can be beneficial for their language learning. Since people chat on a daily basis, it also can improve one's English language. Moreover,

chatting can also improve users proficiency. During an online chat people cannot take a whole day to give a reply, so gradually users learn to respond with speed which also help them in face to face interaction.

- While communicating face to face conversation we can interpret the meaning through their voice tone/ gestures/body language/eye contact. How do you interpret the meaning while online chats?

Nonverbal actions are integral part of the language. Only nodding the head or raising eyebrows are enough to convey messages that sometimes we do not even need to use words in a certain situation. Also, just hearing the pitch of the tone or change facial expression others can sense the person's mental state. Besides, sometimes utterance does not mean the literal meaning of the word for instance sarcasm in a conversation. During face to face conversation people can easily detect sarcasm and other expression. However, online conversation lacks these non-verbal actions, yet people able to make meaningful conversation in online. In terms of expressing feelings, emoticons and stickers are being used in online chats. There are stickers and emoticons available for almost every expression in the chat room. Furthermore, people also use some words which help convey the exact emotional state of a person with the message. For instance, if a person gets angry on some point, he/she uses "grrr", to express disappoint uses "oh", "sigh", to express boredom "phew", lol as in laughing out loud. Besides, there are words which lead to confusion sometimes, such as "hmm" which can mean consent or can be interpreted as lack of interest. Thus, participants pointed out that, if people know each other as in person then during chat they can decipher every word they types. Even if someone chats with anyone for a long time, they understand their way of expressing themselves in chats yet they might not know each other in real life. Choice of words, another point which helps people to understand each other.

Most of the participants agreed that through choice of words of the person they are chatting they can get the idea of their mental state and also the tone whether it is sarcastic or rude. For example, when people are angry at someone they tend to use more formal words and than usual such as; perfect instead of epic, great as to express immense anger. The choice of words actually varies person to person. Afterwards, the writing style also expresses person's non-verbal emotions. During online chat people capitalization the word such as "WHAT", "NOW" and also they type like 'noooooooooooooo', 'whyyyy?'; when want to put stress on the word. However, few participants stated that, even in face to face conversation we always can not interpret the exact emotional state through non-verbal actions, so in online chats its same too and most people assume and follow their instincts while chatting. With the help of stickers and emoticons, communicating in online became quite comprehensive. Chatting with a person more often make understanding between people, thereby, people understand the literal meaning and hidden meaning of the words in online chats.

- How do you manage to use pauses/gaps/intonations/fillers in online chats?

If one party takes the floor and do all the talking without any gaps that would not be a conversation whether it is in online or in real life situation. Without any pauses or gaps it is almost impossible to understand any conversation. Usually, in face to face conversation through gazes and nod gives others a signal they can continue or they need to stop. However, in online chats most participants said that they preferred to silent and let other party finish their part of typing. Mostly they use words like hu, hmm, aahu, brb as fillers in online chats. Besides, people use comma, dot signs,exclamatory signs as pauses and gaps during online chats.

- In face to face conversation we understand our cue to talk through others' expressions, tone. How do you understand your cue while communicating via online?

Understanding own cue or take over the floor is a tricky part of a conversation. People often fail to understand their turn in conversation, even in face to face interaction. In that case, during online conversation, it gets more complicated to understand the cue to talk mentioned by a few participants. The majority of the participants mentioned that through writing style they recognize their cue to type in chatting. Almost everyone agreed that, at one point eventually people get familiar with each others' expression and reaction in certain situation. In addition to, even if, they do not know each other in real life do not create problems to understand their cue to type. The chances of overlapping is low in online chatting. Whereas in face to face conversation often people interrupt or forcefully take others turn talking in a high pitch, in the online chatting floor is equally open for everyone. Since people need to give more concentration in online chats, thus they first see what the other party is writing, then they response rather interrupting like face to face conversation. For instance, in a talk show overlapping is a very common phenomenon, but overlapping occurs less while debating in online chats. Besides, typing signs now-a-days help to pick turn of typing. Like,face to face conversation, during online chats often silence goes too long,that time one party should start the conversation which is same as interaction in person. Though, it is very important that users are familiar with chatting environment and its rule otherwise the whole conversation end up to lead to misunderstanding and confusion. Online chats also varies from culture to culture. The way to turn-taking rules vary from culture to culture, same goes to in online chats.

- Online chat is ruining the Engligh language spelling------do you agree with the statement? Why or why not?

The journey from pen and paper to online chat has changed our way writing completely. The era of writing letter is now just a history. People mostly use pen and paper for academic purposes only. People are more dependent on typing these days. Since online chatting is part of daily routine, it has an affect on people. Usually people use the short form of the English language while chatting. For some people, it's a trend and some made it their habit. The majority of the participants agreed that the trend of writing English in online chats ruining the language spelling. Gradually this way of writing becomes a habit and eventually they end up using this short form English in formal writings too. Moreover, this way of writing English can be harmful for beginner of English language learner. They might get confused with right spelling with the short form of spelling and also they might learn only the short form of English. However, Few people stated that to save time people mostly use these abbreviations of words, but it will not affect those who mastered the English language already. Even though, people who mastered in the English language, making the same mistake as the beginner using the short form of words in formal writing. Additionally, people who are new in online chatting get confused by all these short form spelling of words. Eventually, using the short form of words ruining the English language spelling as well as spoiling the writing habit.

- While chatting what do you do when you are exposed to a word you do not know?

People do not have to know every word of a language to make conversation with others. Sometimes people assume the meaning from the context. Yet, vocabulary is important to make meaningful conversation. In real life if we do not get the meaning of any words, opposite party often understands through expression and explain it other ways. During online chats its not possible to assume that whether the other person will understand the every word is being typed. Most of the time people guess the meaning from the context and previous conversation. Even if people stuck with any word they google it generally. Barely people ask the meaning of the word to the person they are chatting. Moreover, online chat is forming a new language for example, hbd= happy birthday, ORL= oh really?, MYOB= mind your own business etc. People constantly abbreviating words in online chats thus it is known as online language. People who are "newbie" in online chating barely can decrypt these abbreviations.

- Do you think online chat is more complex that face to face conversation? Why or why not?

Online chat is similar to face to face conversation. As face to face conversation occurs in real time, so as online chats. The majority of the respondents admitted that online chat is same as face to face conversation. They do not face any difficulties while communicating through online chats. In addition, people feel more comfortable with online chatting rather than in face to face conversation. Nevertheless, lack of facial expression makes online conversation tricky sometimes. For example, chatting with an unknown person, virtual friend, foreigner make people conscious about their use of language automatically. During that process often people miss their cue to talk and another person misinterprets the situation which creates misunderstanding. In

contrast, people are who are reluctant to make eye contacts and socialite in person are very much fond of online chats. Besides, with emoticons people able to comprehend their thoughts to others in chatting. Besides, people can easily express such things which are difficult to express in face to face conversation. In online chats, people can easily avoid embarrassment and serious consequences since facial expression is voiceless here.

- Did you do any online language course? Can you mention the benefits and challenges of online courses?

The concept of academic learning in online in new in Bangladesh. Among 100 participants only 3% are actually familiar with the concept and did online language course. According to those 3% respondents online language course can be beneficial for language learners. Since everyone shares their opinions and experience, it's more like fun learning rather than traditional language learning. People learn language through interaction in online language courses. Since discussion board is open to all and everyone has to participate equally, no one feels left out or gets the chance to escape from sharing their own thought which usually occurs in a traditional classroom. However, typing speed is a major challenge in online courses. To keep pace with other learners, people have to maintain same or nearly same typing speed during online discussions.

- Do you think the instruction of a teacher has the same effect on online as a traditional classroom? Why or why not?

The majority participants think traditional classroom cannot be replaced by traditional classroom. The classroom environment, teacher behavior all these contribute to the learners' learning process. The rapport between teacher and students become more strong in traditional classroom rather than in online. For instance, in a traditional classroom, students able to make eye contact

with teachers, can ask questions in the middle of a lecture and teacher also able to understand whether material is good enough for the students or need to make changes in materials. Interaction with the teacher is more open in traditional than online and interact with teacher helps students to learn better. Though, online chats can be used as part language learning. Along with the traditional classroom, online chat can be incorporated as a tool of language learning.

- How effectively do you think one can interpret feedback with online chat?

In terms of giving feedback on language learning through online is not as effective as face to face feedback mentioned by most of the participants. Also, all the skills cannot be judged through online chats. Even if leaners get feedback on their language that would be giving only on their spelling and grammar. Pronunciation cannot be checked through online chats. Nevertheless, through recast, people can help learners. Besides, to give effective feedback through online, feedback has to be more organized and also has to make sure learners understand the feedback. While focusing on fluency, learners should not be stopped for grammatical mistake and vice versa. If the feedback is well balanced of spelling, fluency and grammar, then online feedback can be interpreted quite effectively.

4.3 Speech Act Theory and Online chat: Speech act theory is provided only based verbal communication and statements. Nonetheless, speech act theory can be implied on online chats too. As researcher mentioned in literature review that online chat is similar to face to face conversation, the characteristics of speech act are noticeable in online chats too. Moreover, conversation of online chats can be categorized under Austin and Searl's classification of speech act. For instance, typing anything in instant messaging or chat rooms and press send button is locution. Whatever users type in a chat room it can be an inquiry for an information or it can be

just a random question which are features of locution. Interlocution occurs when users type something and send it, because users have the intention behind sending that particular message. Afterwards, that message encompasses an effect on the receivers and depending on the message users reply which is known as perlocution.   In terms of guessing the intention of senders emoticons helps to understand the purpose and intention of sender behind sending the message. Also, emoticons help to comprehend the hidden meaning of messages. For instance, if any one send a message like " You are dead -_- ," the sender is not actually threatening the person and also because of the use of that particular use of that emoticons it implies the sender is angry or upset on the person he/she sends the message. Thus, the intention of the sender is clear and also the person who gets the message tries to find out the reason and ask questions; that is the response which is perlocution. To make a meaningful conversation, speakers and hearers need to understand the message and the intention of speakers and also need to respond according to the message, which can be understood in online chats too.

Chapter 5: Conclusion

5.1 Conclusion:

Online chats are most trendy and popular way of communication among people in present era. When it comes to interaction along with verbal action non-verbal action actions equally contribute to make a conversation meaningful conversation. In spite of the absence of non-verbal action in online chats, online conversation is meaningful and comprehensive to people. Basically stickers and emoticons take the place of non-verbal action. Also, people who know each other or chat for a long time can easily predict each other state of mind while chatting and also can assume the intention behind their message. People spend a vast portion of their daily life in online chats and thus they are actually in constant process of practicing language. Every other day the use of language and words are changing online chats. People mix two words from different languages and make one word. Furthermore, online chatting can be a wonderful language learning tool, especially for non-native English learners. Considering the Bangladeshi context, online learning is not very familiar to many people. Barely a few people are familiar with online language learning courses. It is very evident from the findings that people are not much familiar with online language learning courses. Educational institutions should incorporate online chatting as a language learning. To Sum up the whole study it can be concluded by saying that without the presence of non-verbal actions conversation can be meaning communicated.

5.2 Recommendation:

Considering the increasing amount of usage and popularity of online chats, it can be used as a language learning tool.. Educational institutions and teachers can adopt this trend and blend it into traditional learning. Besides, people should use the more proper language while typing, especially the primary language learners.

5.3 Further Studies:

This study is only focusing on how people comprehensive others through online chat. Further study can be done on language learning through online chats. Also, future research can include both teachers and students' perspective to get a detail understanding in what extend online chat can useful as a language learning tool.

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Appendix I

Survey Questions

1. Which social network site do you use mostly?

a) Facebook   b) twitter   c) Linkedin   d) None

2. On average, how many hours do you spend on chatting?

   a) 2-4hr   b) 6-8hr   c) 8-12hrs   d) less than 2 hours.

3. Do you use only English while chatting?

   a) Yes   b) No   c) both Bangla & English.

4. Do you use proper English while communicating via online chat?

   b) Yes   b) no

5. Do you find it difficult to understand your cue to communicate while chatting?

   b) Yes   b) No

6. Do you face ' overlapping' while communicating via online chats?

   b) Yes   b) No

7. Do you use 'fillers' like (moreover, however, furthermore) while chatting?

   b) Yes   b) No

8. Do you think compared to face to face conversation online chatting is more comfortable?

   a) Yes b) No

9. Do you think chatting improves English?

   a) Yes   b) No

10. Do you agree emoticons has any role in term of increasing English Vocabulary?

   a) Yes   b) No

Appendix II

Questionnaire:

1. What is your purpose of using social network sites and online chats? (Academic/ personal). Do you think online chats can be beneficial to learn English language? Why?

2. While communicating face to face conversation we can interpret the meaning through their voice tone/ gestures/body language/eye contact. How do you interpret the meaning while online chats?

3. How do you manage to use pauses/gaps/intonations/fillers in online chats?

4. In face to face conversation we understand our cue to talk through others' expressions, tone. How do you understand your cue while communicating via online?

5. "Online chat is ruining the English language spelling"----- do you agree with the statement? Why or why not?

6. While chatting what do you do when you are exposed to a word you do not know the meaning of?

7. Did you do any online language course? Can you mention the benefits and challenges of online courses?

8. Do you think the instruction of a teacher has the same effect online as a traditional classroom? Why or why not?

9. Do you think online chat is more complex than face to face conversation? Why or why not?

10. How effectively do you think one can interpret feedback with online chat ?