

## Emerging Trends of Language in Digital World

Dr. Rupali Sharma

Lecturer in English GCW, Udhampur

Email id- [rupalisharmaju@gmail.com](mailto:rupalisharmaju@gmail.com)

### Abstract

*Literary scholarship may well be able to maintain its important position in the digitized world, but this requires open dialogue with cultural and media studies. The main focus lies in the emerging field of digital literature. Whereas digital publishing and hypertext editions bear significant consequences for research and education, it is cyber textuality, in particular, which is fundamentally changing our notions of literature. The two main arguments are: First, literature in the traditional sense has given way to electronic and increasingly, digital media in the overall media landscape. Second, literature in itself has changed significantly since the birth of electronic media. Both these arguments bear crucial consequences for the teaching of literature today. The objective of my paper will be to ponder over the fact of the language that is used especially in social media (Facebook, Twitter and WhatsApp).*

**Key words:** Electronically mediated communication (EMC), *Smileys, Emoticons*, Synchronic, Diachronic, Textuality, Voice over internet (VOI), Linguistic communication, Orthography, voice synthesis.

Facebook has attracted considerable attention among researchers as a social networking site, it offers an online platform on which users create profiles generate and share contents and information, and interact with other known and unknown contacts. Facebook also has experienced vast expansion in recent years, leading to its extensive use by people from all

generation. Its 661.3 million users represent annual growth of 45.2%, while its business value has surged to US \$ 50 billion.

Several studies examine the attraction and persuasive character of this online platform and similar networking sites, as well as the reasons that cause people from all walks of life and age ranges to join this community or similar options. Many people actively participate in content generation and value creation, several researchers have examined their profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos and indicating their religious affiliations, marital status and political orientations on the internet. These users interact with other, exchange information about their interests, raise discussions about news topics, follow news about specific topics on Twitter, and enjoy sharing private videos on You Tube. Some studies suggest that these platforms likely support social capitalization and increase interactions in a community of others with common traits and interests, as demonstrated by Facebook.

Studies show that an extended presence on Facebook can have harmful effects on productivity and task performance. Long hours spent on Facebook seem to decrease students' academic performance and thus their grades. Students spend around 8 hours a day on the website. Even though they consider the website distracting and time consuming these students note that they cannot quit visiting it, because they like it and use it to keep in contact with their friends and family, whether they encounter them everyday or not.

The controversial result in addition to data from Facebook and students comments on

different Facebook groups, indicate that students with particular profiles focus on bridging social networks. Students or any other person check updates while preparing their home works, which interferes with their preparation. For example, while we use 'OK' we often use 'K' instead of OK and that also effect the literature of any nation.

Electronically mediated communication has been in routine use for only around twenty years, and this is an eye blink in the history of language. It takes time, a lot time for a change to emerge, for individuals to get used to its novelty, for them to start using in everyday speech and writing, and for it eventually to become so widely used that it becomes a permanent feature of a language, recorded in dictionaries, grammars and manuals of style.

Many people live are saturated so thoroughly with digital technology that once obvious distinction between both being online and offline now fails to do justice to a situation where the internet is always on. Indeed, it is often observed that younger generations are unable to talk about the internet as a discrete entity. Instead, online practices have been part of younger people's lives since birth and, much like oxygen, water or electricity, are assumed to be a basic condition of modern life. As Donald Tapscott (2009, 20) put it, "to them, technology is like the air". Thus, in many ways, talking about the internet and education simply means talking about the internet and education simply means talking about contemporary education. The internet is already an integral element of education in (over) developed nations, and we can be certain that its worldwide educational significance will continue to increase throughout these deeds.

The impact of the internet on the education is not straight forward. At the rudimentary level, it is important to remember that well over half the world's population has no direct experience of using the internet at all. While this is likely to

change with the global expansion of mobile telephony, the issue of unequal access to the most enabling and empowering forms of internet use remains a major concern. For many commentators, the internet has always been an inherently education as tool. Thus, in light of the internets capacity to allow these activities to take place on a vast and almost instantaneous scale, the educational implications of the internet are understandably often describe in grand terms, the recent pronouncement from Jeb Bush:

The internet is not just a powerful tool for communication. It's arguably the most potent force for learning and innovation since the printing press. And it is at the center of what is possibly American's mightiest struggle and greatest opportunity: How to re imagine education for a transformative era. (Blush and Dawson, 2013).

Beyond such Hyperbole, the implications of the internet for education and learning can be understood in at least four distinct ways. First, is the potential of the internet to offer individual learners increased freedom from the physical limitations of the real world. This is often expressed in terms of reducing constraints of place, space, time and geography with individuals able to access high quality learning opportunities and educational provision regardless of local circumstances. The internet is therefore portrayed as allowing education to take place on any time, any place, any pace basis. The ability to support freer and fairer educational interactions and experiences is seen to reflect the internet's underpinning qualities as "a radically democratic one of infinite connectivity" (Murphy 2012, 122).

Secondly, the internet is seen to support a new culture of learning that is, learning that is based around bottom-up principles of collective

exploration play and innovation rather than top-down individualized instruction (Thomas and Seely- Brow, 2011). The internet allows taking place on many-to-many rather than one-to-many basis, there by supporting socio-constructivist modes of learning and cognitive development that are profoundly social and cultural in nature.

Thirdly, the capacity of the internet to support a mass connectivity between people and information is felt to have radically altered the relationship between individual and knowledge. Fourthly, the internet is seen to have dramatically personalized the ways in which people learn.

The general statement about EMC is inevitably tentative because of the nature of the medium. Its size, for a start, makes it difficult to manage: there has never been a corpus of language data as large at this one, containing more written language than all the libraries in the world combined. Then there is diversity, which defies linguistic generalization: the stylistic range of EMC includes the vast outputs found in e-mail chat rooms, the web, and virtual world's blogging instant messaging, text messaging and twitter, as well as the increasing amount of linguistic communication encountered in social networking forums such as Facebook, each output presenting different communicative, properties, strategies and expectations. The speed of change makes it difficult to keep pace. How can we generalize about the linguistic of e-mails, for example when it first became prevalent, in the mid-1990s, the average age of e-mailers was in the 20s, and it has steadily risen. To take one year at random: the average in the UK rose from 35.7 to 37.9 between October 2006 and October 2007 (Nielson. 2007). This consequence is that the original colloquial and radical style of emails (with their deviant spelling, punctuation and capitalization) has been supplemented by a more conservative and formal style, as older people introduce norms derived from the standard

language. Similarly average age of a Facebook user has sharply risen in the past decade; from a predominantly young person's medium to a medium for everyone in 2012 it was 40.5 years (Pingdom 2013).

But it is not solely a matter of age. The pragmatic purpose of a piece of EMC can alter, sometimes overnight. A good example is Twitter which was inward looking, using lots of first-person pronouns and present tenses. Then in November 2009, Twitter changed its prompt to "What is happening?" This made the tweets outward-looking, with lots of third-person pronouns and a wider range of tense forms. The result was a shift in the aims and linguistic character of Twitter, which took on more of the features of news service, as well as attracting more advertising content.

EMC, for the moment, is predominantly a written medium. This will not always be so voice over internet (VOI) is rapidly increasing; already it is possible to engage in many kinds of interactions without the fingers touching the keyboard at all, using speech-to-text software. The technique is a long way from perfection: systems have recurrent problems with regional accents, speech of speed, background noise, and interpretation of proper names. But these will reduce as time goes by:

Some people say that in 50 years' time keyboards will be redundant, but this is unlikely because speech and writing perform very different and complementary functions. EMC relies on characteristics belonging to both sides of the speech/writing divide. (320)

The graphic character of EMC is best illustrated by the web, which in many of its functions e.g., data basing, reference publishing, archiving and advertising, is no difference from traditional situations which use writing: indeed, most varieties of written language/ legal, religious

and so on, can be found on the web with little stylistic change other than an adaptation to the electronic medium. In contrast, the situations of e-mail, chat groups, virtual worlds, and instant messaging, through expressed through the medium of writing, display several of the core properties of speech. They are time-governed, expecting or demanding an immediately deleted (as in e-mails) or be lost to attention as they scroll off the screen (as in chat groups); and this utterances display much of the urgency and energetic force which is characteristic of face to face conversation. The situations are not all equally spoken in character. We write e-mails, not to speak them. But chat groups are for chats and people certainly speak to each other there – as do people involved in virtual worlds and instant messaging.

Another distinctive feature of EMC writing is that, apart from in audio/ video interactions, such as Skype or i Chat, it lacks the facial expressions, gestures and conventions of body posture and distance which are so critical in expressing personal opinions and attitudes and in moderating social relationships. The limitations was noted early in the development of the medium, and led to the introduction of *smileys* or *emoticons*. Today there are sixty or so *emoticons* offered by message exchange systems. It is plain that they are a potentially helpful way of capturing some of the basic features of facial expression but their semantic role is limited. They can forestall a gross misperception of a speaker's intent, but an individual *emoticon* still allows a large number of readings (happiness, joke sympathy, good mood, delight and amusement etc.) which can only be disambiguated by referring to the verbal context.

When we consider EMC as a species of written language, compare it with traditional modes of writing, certain novel properties are immediately apparent. However, these properties are nothing to do with the standard

conception of writing as a combination of vocabulary, grammar and orthography. Text messaging (a different sense of the term text, note) is a good example of a genre whose linguistic characteristics have evolved partly as a response to technological limitations. The limitation to 160 characters (for roman alphabets) has motivated an increased use of non standard words like for writing culture we type CUL8R, using logograms, initializes, shortenings and other abbreviator conventions. Most of these abbreviations were being used in EMC long before mobile phones became a routine part of our lives. And the motivation to use them goes well beyond the ergonomic, as their playful character provides entertainment value as an end in itself as well as increasing rapport between participants.

Another example of a new type of text arising out of considerations of convenience is the e-mail which uses framing. Related to framing is intercalated response. Some one sends me a set of questions, or makes a set of critical points about something I have written. I respond to these by intercalating my responses between the points made by the sender. For clarity, I might put my responses in a different color, or include them in angle brackets or same such conventions.

The above example is not complete list of the boundary decisions which have to be made when we are trying to identify internet texts, but they are representative of what is out there. Ferdinand de Saussure's classical distinction between synchronic and diachronic does not adapt well to these kinds of communication, where everything is diachronic, time-stamp able to a micro-level. For this curious conflation of language we need a new terms for a chronological mismatch is anachronism- where something from a particular point in time is introduced into an earlier period(before it existed) or a later period (after it ceased to exist). Anachronisms can be

isolated instances when Shakespeare introduces striking clocks into ancient Rome (in *Julius Caesar*), a whole text can be anachronistic, as when a modern author writes a play about the 17<sup>th</sup> century and has everyone speak in a 21<sup>st</sup> century way. In a wider range of internet situations, people hide their identity, especially in chat groups, blogging, spam, e-mails, avatar-based interactions and social networking. These situations routinely contain individuals who are talking to each other under nicknames, which may be assumed first name, a fantasy description, or a mythical character a role.

Finally, this paper has largely focused on written language. The main issue for the future will be how to deal with the increased presence of spoken outputs, as a result of growth in voice over internet and mobile communication. There are several new kinds of speech situation here, such as the modification which are introduced into conversation to compensate for the inevitable lag between participants automatic speech-to-text translation, text-to-speech translation, voice recognition interaction (as when we tell the washing machine what to do), and voice synthesis (as when we listen to GPS driving instructions). Each of these domains is going to introduce us to new kinds of output over the next twenty years. Evidently, we aren't seen nothing yet.

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