Innovations of Language in Digital World

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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 crucid consequences for the teaching of literature today. The objective of my article will be to ponder over the fact of the language that is used especially in social media (Face book, Twitter and WhatsApp).
Keywords: *Electronically mediated communication (EMC), Smileys, Emoticons, Synchronic, Diachronic, Textuality, Voice over internet (VOI), Linguistic communication, Orthography, voice synthesis*

I. INTRODUCTION

As a social networking site, Face book has drawn a lot of interest from researchers. It provides a platform for users to create profiles, publish and share material and information, and communicate with both known and unknown people. Face book has also grown significantly in recent years, and individuals of all ages now use it extensively. With 661.3 million members, it has grown by 45.2% annually, and its company worth has increased to US$50 billion. Numerous studies look at the allure and persuasiveness of this online platform and related networking sites, as well as the factors that lead individuals of all ages and backgrounds to join this community or alternatives. Numerous individuals actively engage in the creation of content and value, and a number of researchers have looked at their profiles to ascertain why and to what degree they are eager to share their full identities, including photos and videos, as well as their political, marital, and religious affiliations.

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 Face book. Studies show that an extended presence on Face book can have harmful effects on productivity and task performance. Long hours spent on Face book 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 is 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 every day or not. The controversial result in addition to data from Face book and students comments on different Face book 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 effects of the internet on education are not always clear-cut. At the most basic level, it is crucial to keep in mind that more than half of the world's population has never used the internet. The problem of unequal access to the most empowering and enabling types of internet use is still a huge worry, even though this is probably going to improve as mobile phone usage spreads throughout the world. The internet has always been a tool for education for many commentators. Therefore, given the internet's ability to facilitate these activities on a large and nearly instantaneous scale, it makes sense that the educational implications of the internet are frequently described in lofty terms, as evidenced by Jeb Bush's recent statement: The internet is not just a powerful tool for communication. Since the printing press, it has perhaps been the most powerful force for learning and creativity. And how to reimagine education for a changing period is at the heart of what may be America's greatest potential and worst problem. (Dawson and Bloush, 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.

Due to the nature of the media, any generalization concerning EMC is inherently speculative. To begin with, its scale makes it challenging to manage: no corpus of linguistic data has ever been as huge as this one, which contains more written language than all of the world's libraries combined. Diversity, on the other hand, defies linguistic generalization. The stylistic range of EMC encompasses the wide variety of outputs found in online chat rooms, email, virtual worlds, instant messaging, text messaging, and Twitter, as well as the growing volume of linguistic communication that occurs in social networking sites like Face book. Each output presents unique communicative properties, strategies, and expectations. It's hard to keep up with the rate of change. How can we make generalizations about the language of emails? For instance, when e-mailing initially gained popularity in the mid-1990s, the average age of its users was in their 20s, and this number has been continuously increasing ever since. According to Nielsen (2007), the UK average increased from 35.7 to 37.9 between October 2006 and October 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 Face book 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.

As a consequence, Twitter's goals and linguistic personality changed, becoming more news service-like and drawing in more advertising content. EMC is primarily a written media at the time. This won't always be the case, as voice over internet (VOI) is growing quickly. With speech-to-text software, it is currently feasible to interact in a variety of ways without ever touching a keyboard. The method is far from perfect: systems frequently struggle with background noise, regional accents, fast speech, and proper name interpretation. However, these will diminish over time: Some claim that keyboards will become obsolete in fifty years, but this is doubtful because writing and speaking serve quite different yet complimentary purposes. EMC is predicated on traits from both sides of the speech/writing split. (320) The web best exemplifies the graphic nature of EMC because it performs many of the same functions as traditional writing situations, such as data basing, reference publishing, archiving, and advertising. In fact, the majority of written language, including legal, religious, and other types, can be found on the web with minimal stylistic changes aside from adaptation to the electronic medium. E-mail, chat rooms, virtual worlds, and instant messaging, on the other hand, exhibit a number of the fundamental characteristics of speech when represented through written language. They exhibit a lot of the immediacy and vital power that characterize face-to-face communication, and they are time-governed,

anticipating or demanding that they be promptly erased (like emails) or lost to notice as they scroll off the screen (like Chat groups). Not every scenario is presented in the same way. Emails are written, not spoken. However, just like in virtual worlds and instant messaging, chat groups exist for conversations, and individuals do converse with one another there.

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.

Upon examining EMC as a type of written language and contrasting it with conventional writing techniques, some unique characteristics become evident right away. These characteristics, however, have little to do with the conventional understanding of writing as a synthesis of grammar, orthography, and vocabulary. One excellent example of a genre whose language features have changed in part due to technological constraints is text messaging, which is a variant of the terms text and note. A greater usage of non-standard words, such as CUL8R for writing culture, has been encouraged by the restriction to 160 characters (for Roman alphabets). This is achieved by the use of logograms, initializes, shortenings, and other abbreviation standards. Long before cell phones became commonplace in our daily lives, the majority of these acronyms were in use in EMC. Additionally, the incentive to use them extends far beyond ergonomics, since their fun nature fosters rapport amongst players and offers entertainment value in and of itself. Email, which employs framing, is another instance of a new text format that emerged from convenience considerations. Intercalated reaction is associated with framing. Someone emails me a list of queries or points of criticism on something I've 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 absence of facial expressions, gestures, and body posture and distance conventions—all of which are crucial for expressing one's own opinions and attitudes as well as for regulating social relationships—is another characteristic that sets EMC writing apart from other audio/video interactions like Skype or I Chat. Smileys and emoticons were introduced as a result of the restrictions that were identified early in the medium's development. Currently, message exchange platforms offer around sixty different emoticons. Although their semantic relevance is restricted, it is evident that they have the potential to be useful in capturing some of the fundamental aspects of facial expression. Although they can prevent a serious misunderstanding of the speaker's intention, a single emoticon can nevertheless convey a wide range of meanings, such as joy, humor, sympathy, good mood, delight, and amusement, among others, that can only be clarified by consulting the spoken context. Upon examining EMC as a type of written language and contrasting it with conventional writing techniques, some unique characteristics become evident right away. 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.

II. CONCLUSION

A greater usage of non-standard words, such as CUL8R for writing culture, has been encouraged by the restriction to 160 characters (for Roman alphabets). This is achieved by the use of logograms, initializes, shortenings, and other abbreviation standards. Long before cell phones became commonplace in our daily lives, the majority of these acronyms were in use in EMC. Additionally, the incentive to use them extends far beyond ergonomics, since their fun nature fosters rapport amongst players and offers entertainment value in and of itself. Email, which employs framing, is another instance of a new text format that emerged from convenience considerations. Intercalated reaction is associated with framing. Someone emails me a list of queries or points of criticism on something I've written. I reply to these by putting my thoughts in between the sender's statements. I might choose a different color for my responses, or I might use angle brackets or similar formatting to make them more readable.

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