Jane Irish Ayop

BAELS3B (INC)

1. Read again the research article assigned to you in your group activity. Examine the

literature review section and answer the following questions: (20 pts)

***Article: Netspeak features in Facebook communication of Malaysian University students***

***Dean Yeo & Su-Hie Ting***

a. Does the review provide a summary of previous related research on the research

problem? Illustrate with some examples.

The article had provided a summary of related research in the introduction of their paper as listed below:

* *A study of a 31,000-word corpus from a bulletin board chat room “Ohnotheydidnt” showed the frequent use of initialisms in informal English. The top ten most frequently used initialisms are “LOL” for “laughing out loud”, “OMG” for “oh my god”, “WTF” for “what the fuck”, “BTW” for “by the way”, “TBH” for “to be honest”, “IMHO” for “in my humble/honest opinion”, “IKR” for “I know right”, “IRL” for “in real life”, “OFC” for “of course”, and “FYI” for ‘for your information’*
* *The formality of social media language varies. A group of researchers compared the linguistic and psycholinguistic features of Twitter with other media such as SMS, chat, email, blogs, magazines and newspapers.*
* *As communication is a purposeful activity intended for a specific audience, other researchers have studied the influence of socio-demographic variables such as age and gender on social media communication, particularly in wording, stylistic choices, and online behaviour.*
* *In fact, some researchers have pointed out that the language features of social media communication are influenced by the age of the users, among other factors*

The research examined netspeak features in Facebook communication to be able to determine which areas where differences between spoken and written language features are getting *fuzzy*. Related studies illustrated above show how the nature of social media communication, is blurring the line between spoken and written communication. Social media communication is similar to spoken language as it has the interactivity of spoken interactions, and the distance in time and space is reduced with the exchange which happens in real time. In the first bullet, the related study also showed that unique features of writing, particularly punctuation and capitalisation are being used in different ways in social media communication to provide extra linguistic cues which are provided by facial expressions and gestures in speech.

b. Does it discuss their strength and weakness (or research gap) and a justification of

the research? Explain briefly.

The article summarized related studies by discussing their strengths and weaknesses. Most of the related studies examined common features of social media communication and how social media communication has unique language features that are reflective of neither spoken nor written language. They discuss how these features make social media communication fall in between written and spoken language. Although, since other researchers have pointed out that the language features of social media communication are influenced by the age of the users; the paper discussed that age and other demographic variables, as well as the type of social media site, need to be controlled in future research to produce a better characterisation of the discourse features of netspeak. Research of this nature has taken off in the last five years, and relatively little is known about netspeak features compared to other genres of language use. Hence, the paper also discussed that more studies are needed to identify the distinctiveness of social media as communicative genre.

2. Choose one specific research question or objective you formulated in relation to your own proposed study (Refer to your class work on the Introduction Part 2) and write a short literature review (minimum of three sources). Organize your review logically. Refer to the sample literature review I shared to you. (40 pts)  
  
Research question: Is it better that people are provided with different means (e.g. short forms like memes) to absorb information?

Hartman, P., Berg, J., Fulton, H., and Schuler, B. (2021). Memes as Means: Using Popular Culture to Enhance the Study of Literature. The Journal of the Assembly for Expanded Perspectives on Learning: Vol. 26, Article 8 (66-82)

Hartman et. al., (2021) proposes that artistic response strategies can facilitate meaning-making at the evocative dimension of response and lead to deeper responses in the cognitive and reflective dimensions. As English Language Arts teachers, they have found that students often make meaning of texts by connecting them to other texts from the popular culture they know and value. For instance, their students frequently referred to current memes in order to draw parallels with what we were studying. The researchers created the Perspective Meme activity as a way for students to explore character development through artistic response. In general, memes can be useful tools in the classroom when used strategically. A meme’s simplicity in form can make it more accessible for students than a traditional essay or composition, which often requires students to consider elements such as organization, mechanics, grammar, flow, and style. Furthermore, because most students are familiar with memes, the perspective meme strategy can help activate background knowledge by allowing students to apply a familiar means of interacting with information to a text.

Kayali, N. (2021). Using Memes in the Language Classroom. International Journal of Education. Vol. 9(3), (155-160)

Kayali (2021) conducted an experiment wherein they seek to facilitate the language learning process by incorporating images, vocabulary items, and written text, namely *memes*. Memes were used for vocabulary revision. To see its effect on vocabulary recall, a quiz was conducted before and after the experiment. The result showed that the use of memes affected the vocabulary recall of the Medicine students who study at the College of Foreign Languages positively. Using memes in vocabulary revision activities promotes the students’ proficiency level; the students scored higher in the post-test. Secondly, the students became more interested in the activity by images. Therefore, the study concluded that memes could be used as one of the strategies to create an innovative learning and teaching process.

Procházka, O. (2014). Internet Memes – A New Literacy? Ostrava Journal, Vol. 1 (53-74)

Procházka (2014) examined the recently emerged multimodal artefacts commonly known as Internet memes in the light of the new literacies that are rapidly emerging in the digital age. The Internet has introduced new online reading comprehension skills that redefine the traditional concept of literacy. They demonstrated how the influence of Netspeak pushes the textual elements of certain memes to the edge of legibility, let alone comprehensibility. In other words, the ability to produce, decipher, understand, and enjoy most Internet memes requires new skills, strategies, dispositions, and social practices–this corresponds with the first assumption of the study (cognitive and social competence). In addition to visual and textual features, this paper also reviews some concepts of distribution and classification of Internet memes that point to their highly contagious, varied, and unstable character as a result of the virtually unlimited means of creating and altering them by a virtually unlimited number of people. This confirms the second assumption since Internet memes enjoy global collaboration. The paper concludes that Internet memes do indeed fit the theoretical framework of the new literacies outlined in the paper’s introduction, even though this paper illustrates only their most distinctive features.