Methology For Developing Students Reading Comprehension Skills Based on The Interpretation of Social Abbreviations in English

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Abstract: In the digital age, social media and informal communication have introduced a wide range of abbreviations into the English language. These abbreviations, often used in text messaging, online chats, and social networks, pose both challenges and opportunities for language learners. This article discusses a methodological approach to enhancing students' reading comprehension skills through the interpretation of English social abbreviations such as "LOL", "BRB", "IMO", and many others. The integration of such content into the ESL/EFL curriculum can make learning more engaging, relevant, and effective.

Introduction: Reading comprehension is a critical skill in second language acquisition. As the English language evolves, learners are increasingly exposed to informal expressions and abbreviations that are prevalent in online communication. Understanding these abbreviations is essential not only for accurate interpretation of texts but also for cultural competence and communicative efficiency. Social acronyms or social abbreviations and acronyms are written language forms widely used in e-communications. Instant messaging, e-mail, and chatting in text and online forums are all formats that use slight variations of Internet language, such as abbreviations, acronyms, truncations, word play, and other written language forms.

METHOD

One particular subset of these new written language forms are social acronyms. Social acronyms on the Internet generally involve the abbreviation of a phrase into a "new" acronym/abbreviation by taking the phrase's letters or syllables and morphing them into a ''new'' acronym. Writing has been referred to as a transitional process or as a process that has the goal of representing processes.

Computers, the Internet and e-mail have opened new territories for people all over the world. The Internet has facilitated not only individual chat and e-mail but also the access to all sorts of information such as news and libraries. Other Internet applications include teleconferences and courses. This new electronic world has also created a new type of language, which has been called Internet language or even Picolang, as it is a sort of "constrained" and "limited" language, made of abbreviations and acronyms and mental representations. By using social acronyms in different e-communications, perceptible influences on text reading might be likely, leading to the so-called unfamiliarity effect of SAAs.

The use of social abbreviations is a common form of computer mediated communication among users of social networking sites, chat rooms, etc. Such forms of computer mediated communication are used increasingly in everyday literacy practices.Reading and understanding such forms of textual communication in English have become an essential literacy. However, the text created in such literacies often contradicts the norms and conventions of school literacy practices. Moreover, the students are also not attentive towards the text entwined with the text, many times, captions, acronyms and short forms are also used in the captions and titles in many Facebook pages and newspapers. To

address these issues a method, manipulation of titled text not only italics the manipulative word in the text but provides the standard form in the title, is proposed.

Reading comprehension is a complex process that involves the simultaneous application of higher level language skills, such as inferencing, comprehension monitoring, and text structure knowledge with lower level language skills including vocabulary and grammar (Hogan et al., 2011). The form of grammar most strongly linked to comprehension in older children is the understanding of syntax including both complex sentences and the ability to understand and generate inferences. Successful comprehenders often use the most frequent verb when asked to apply new vocabulary, demonstrating their ability to use syntax clues to infer word meanings. Higher level language skills tend to predict comprehension independently of vocabulary and grammar, which highlights their unique influence in reading comprehension. This interplay between syntax and inference in turn affects reading comprehension, with school-age children demonstrating a strong link between these abilities in both fake word and real word conditions. Inference skill is also a stronger predictor of reading comprehension, significantly explaining unique variance above that accounted for by listening comprehension, vocabulary, and phonological memory.

The age of wireless and ready at hand information devices such as mobile phones, computers, internet has welcomed a wider extension of written abbreviations due to the necessity of faster and easier linguistic communication. The banking, goods and service sectors assist to create a business and public life full of written abbreviation due to the word limitation of those facilities (Dzahene-Quarshie, 2017). Student abbreviation users graduate from primary and secondary schools and enter a campus where written language is in a much more "complicated" condition rather than in their daily social life is closely connected with the high and low kudos of the education and use of abbreviation. They are forced to read long sentences, even paragraphs or pages, full of letter symbols, graphs, diagrams, Chinese characters, tables, which are generally full of academic or professional meanings, and too hard and time-consuming to understand. In such a written world, clever use of abbreviation helps filtering to extract main ideas, get easily understood and focus generally on a certain topic that requires efforts to learn initially. Texting abbreviation influences the recipient's perception of the message. As such the relation of social abbreviation to education will be inevitably focused on reading comprehension. Abbreviated reading is a small but important aspect of abbreviation usage which tend to

be overlooked by educators. Closer attention from educators should be paid to the impact of social abbreviation in modern communication. The fast development of written abbreviation used through mobile phones and social network has sparked a debate surrounding changes in students' color of their writing both in terms of the new rules to meet different competence needs and their general competency to use standard written language in education and their future employment. Different from the perspective of linguist which focuses on the research of definition, classification, and rules of abbreviation, the concerns of educators should be related to student's learning. Recent studies on students all around the world, from primary level to tertiary level, show that some teachers and educators found the uses of abbreviation troublesome due to the degradation of handwriting skill as well as English master. In such a fevered academic situation, students with the trouble of abbreviation usage have been shown to have suffered from the difficulty of reading comprehension, understanding, and get main ideas easily.

Reading comprehension is often perceived to be the product of decoding, vocabulary development, and other lower-level cognitive processes. However, comprehension "is not uncommonly the first to call attention to gaps in the other elements of reading." One intriguing possibility is the promise held by knowledge centrality indices as a metric for prediction learning and comprehension. Cognitive attempts to explain reading comprehension failures have primarily focused on a few interacting variables such as cognitive capacity and knowledge. Eye Movement analysis offers a significant change to test theoretical explanations of individual differences in comprehension. reports that reading skill is associated with individual differences in language processing efficiency as indexed by eye movements to real-time language processing. A hypothesis of the present study has been that faster readers have more efficient language processing skill or that language processing efficiency mediates the relationship between reading skill and reading comprehension; however, there has been a lack of direct empirical evidence supporting these relationships.

The PISA study, which analyses the cognitive skills of 15-year-old students, revealed that wooden behaviour was most common approaching reading (Kolich-Vrhovec et al., 2011). On average, 23.6% of student do not make inferences, 36.7% simply repeat or decipher some part of the text, 12.3% make a personal judgement, while causal inferences are the least common (11.9%) approach. On the other hand, successful reading was characterized by combining

literal information with bridging inferences and paraphrases with elaborations, which are dependent on reading achievement.

There was a time when writing was limited to formal settings, such as sending a letter to your grandma, an application for a job or an official report, this era is no longer reality. The increase of the internet's popularity and technology acceleration in portable devices has led to an each-time-more extended use of e-mail for personal messages and social networks for social networking, leisure and fun. Youngsters, and even not-so-young people have switched to a quicker, shorter and more immediate language, full of abbreviations and symbols, which are not always intelligible to everyday users, producing a drift in communication or a generation gap. This is actually the core of this project: the study of individual and contextual variables that might influence language comprehension in reading social abbreviations; whole literacy education; and development of a tool. Though school literacy is still based in traditional contexts, the fact is that new writing has emerged into society, namely SMS, instant messages or web-written language; and, as such, they need to be read and comprehended. One of the objectives of this work was the development of an instrument that might evaluate the comprehension of a series of social abbreviations in a context; it might be useful in other research works. Participation in it implied awareness of the way social web-written language is created and meaning interpreted. This project implied the input of cooperation between researchers, language teachers and designers. The first helped define typing; the second implemented the typing and the third created the interface. An experimental design was implemented in which it was manipulated if writing requirements of social abbreviations were included when the e-mails were generated. Users were randomly given social or standard e-mails and, after reading they were tested on literal and inferential data. Different parameters like cognitive resources, type of task, uses of communication strategies were taken into consideration and revised in the leap of the experiments' design. Staying in the loop this experimental design was unexpected and unusual for language teachers and required their continuous feedback concerning the wording of the experiment and approach to the results.Students aged 19-23 years participated in this experiment. Two classes were randomly assigned to a control group and the other two to an experimental group. The experimental group, before reading an e-mail, would write an answer of social abbreviations to the e-mail they were reading. On the contrary, students of the control group had to report an answer with full orthography: they were not allowed to shorten the words or use digital characters. This, using still experimental groups changed the way in which details were presented and controlled in the class, that was more traditional and based on existing material.

The participants in this study are two Asian and American high school students who struggle with Reading Comprehension. The participants will be identified as Tony and Doni. They will participate in structured note taking (SN), written retell (WR) or both during a 16-week quasi-experimental study. Tony, a male is 20-years-old with a June birthday. He resides with both biological parents and 4 siblings. Tony claims to pass English on quizzes due to knowing the material, but struggles with written responses because he forgets "how to go in depth". He's worried about leaf-shaped notes and is okay with using them to retell a text. Tony scored a 66 on the assessments, which is a low "ok" score. Doni, a female is 20 years old with an April birthday. She resides with a single father and a younger sister. Doni enjoys reading mysteries and claims "I can get lost in them". She seems to have an attachment to my reading worksheets. Doni scored a 3 on the informal assessment as demonstrated by the blank retell. The students attended XXX from either the beginning of the school year or halfway through. Moreover, they qualified for free breakfast and lunch. The QRI-5 was completed by both students (Tony Mode, Grade 8th; Deja Mode, Grade 4th). It was revealed that both participants have reading comprehension 2 years below grade level. Descriptive data for Tony and Deja is shown on Table 1.

The purpose of this quasi-experimental multiple probe design was to investigate the effect of structured note taking (SN, independent variable) and written retell (WR, independent variable) on the overall reading comprehension (dependent variable) of two struggling African American ninth graders (participants). Moreover, the researchers intended to fill a gap in the literature investigating the effects of SN and SN + WR to improve reading comprehension over an extended period of time, as (Prochnow, 2016) tested the effects of both methods on only one aspect of reading comprehension within a few trials or days. Said intervention was conducted in the freshmen classrooms using the required texts and previously determined whether modeling of the SN and WR procedures increased reading comprehension.

The Reading Comprehension class was implemented by using a sociocultural approach to read the reading texts more critically and in a meaningful way. The reading texts were social abbreviations. The aim of this study was to find out whether or not the Reading

Comprehension class using the sociocultural approach can enhance students' reading comprehension skills of the experimental group in comparison with the traditional reading instruction of the control group. The research questions of this qualitative research were: "a) What are the effects of sociocultural reading instruction on students' reading comprehension skills? b) How do sociocultural reading skills enhance students' reading comprehension?" If so, in what ways?"

The time limit for reading comprehension parts in this reading test was 50 minutes. The structures of the passages in the test were description and compare-contrast. In giving the reading test, the selected descriptive reading texts should be clearly understood by considering the curriculum. Moreover, the selected reading texts should also consist of structure passages which will assess the understanding of the text structure. Additionally, there was a need to turn to the teacher roles in teaching reading comprehension. One way to be a good teacher in teaching reading is to develop alternative methods and techniques in teaching reading comprehension. Inadequate performance of passage type, so a reading strategy instruction in identifying text types was suggested to improve the students' reflective reading comprehension on national examinations.

CONCLUSION

Incorporating social abbreviations into ESL/EFL reading activities can significantly enhance students' reading comprehension and cultural awareness. This methodology not only prepares learners for real-life communication but also bridges the gap between formal language learning and everyday language use.

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