

DWIM TYPOLOGY (DIGITAL WRITING IN INSTANT MESSAGING) BASED ON THE SPELLING LEVEL OF FRENCH 7TH GRADE STUDENTS

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INTRODUCTION

In
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FRENCH TYPOLOGY

eSMS

Panckhurst, R. (2009). Short Message Service (SMS): typologie et problématiques futures. *Polyphonies*, 33-52.



Substitution



Reduction



Deletion -
Lack -
Rarefaction



Increase -
Addition

Figure 1: Typology of Panckhurst (2009)

PHONIC VALUE

Traditional
Writing

Catach, N. (1980). *L'orthographe française*. Paris: Nathan Université.



Figure 2: Classification of Catach (1980)

LITERACY and SMS

SMS

Plester, B., Wood, C., & Joshi, P. (2009). Exploring the relationship between children's knowledge of text message abbreviations and school literacy outcomes. *The British Psychological Society*, 27, 145-161.

Results

Literacy

+
positively
related to

**Production
of SMS**

LITERACY

=

**everything that
is specific to
reading and
writing**

SPELLING LEVEL and SMS

SMS

Plester, B., Wood, C., & Victoria, B. (2008). Txt msg n school literacy: does texting and knowledge of text abbreviations adversely affect children's literacy attainment? *Literacy*, 42 (3), 137-144.

Results

Use of
SMS

LINK:
+

Spelling
level

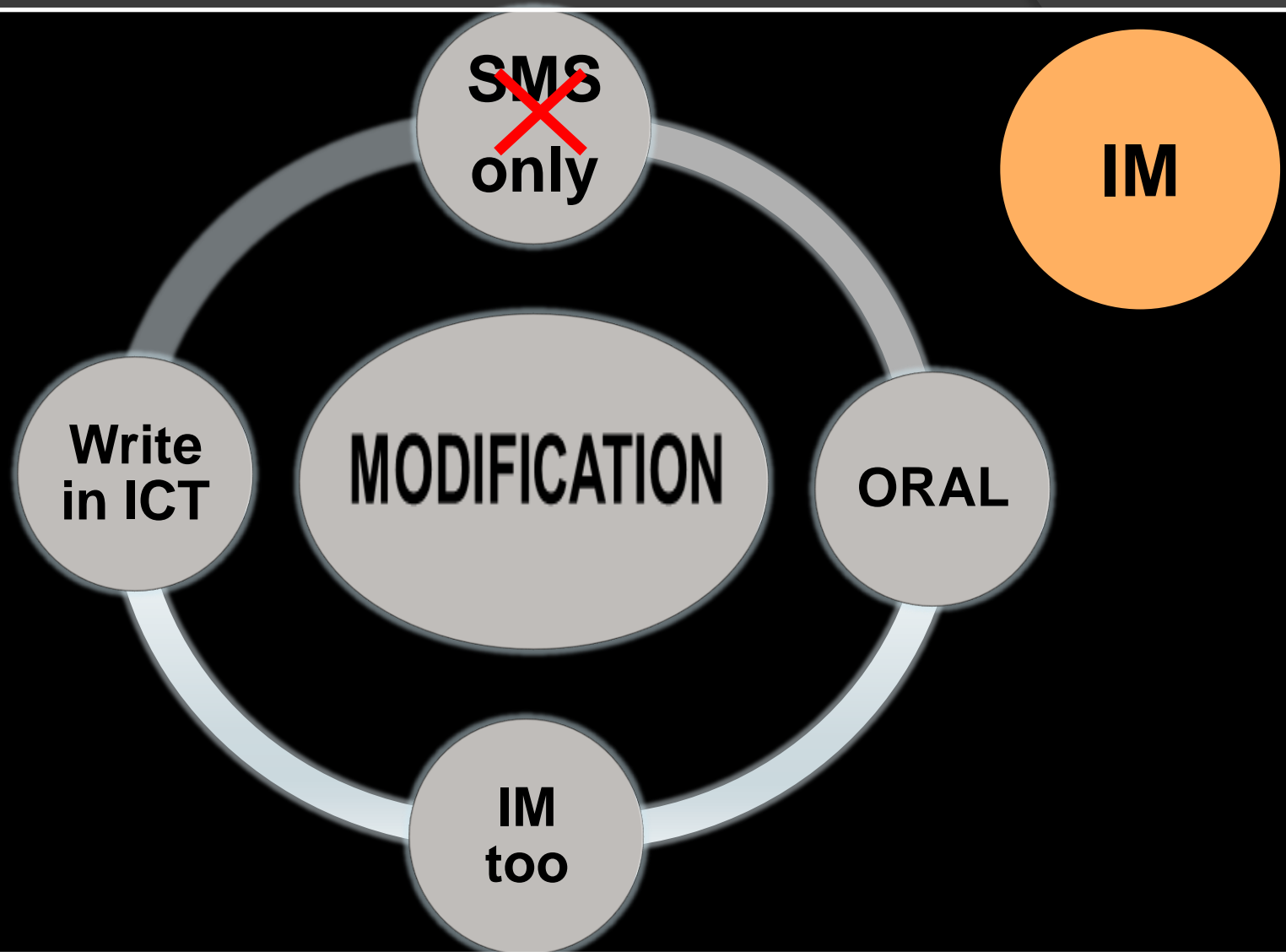
Higher the
spelling level is,
more important is
the use of SMS

OBJECTIVE OF THE STUDY

New typology
Adolescents

IM

Spelling level
Modification in
Instant Messaging (IM)



METHOD



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POPULATION

40 pupils - 2
groups
(high/low level
in spelling)

TNO: Doutriaux
and Lepez,
1994

Questionnaire
Febvrel and
Hureau, 2008

MATERIAL

Topics of
discussion:
friendship or
career

IM account

PROCEDURE

Whole class, during 1 hour

Computer room, IM accounts

« Write as if you were at home. Feel free to write whatever you want. »

HYPOTHESIS

In case of high performance in spelling, the number of modifications used will be important. In case of low performance in spelling, the number of modifications used will be less important.

RESULTS

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Results based on

**Spelling
level
(high/low)**

**Production of
modifications: new
typology**

**Below or equal
to 37 (TNO):
LOW**

**Equal or over
to 38 (TNO):
HIGH**

Addition

Substitution

Reduction

1 and 2

2

1

**Interrater
reliability:
0.897**

**1: Altering
2: Not
Altering**

INTERNATIONAL PHONETIC ALPHABETS

EXAMPLE IN ENGLISH:
CONSONANT:

[θ] thin



EXAMPLE IN FRENCH:
NASAL VOWEL:



[ɑ̃] plante
tente

EXAMPLES

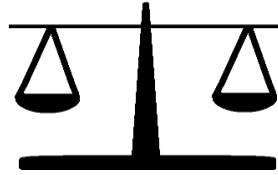
Addition

+n(n...)

Okkkkkkk

!!!!!!!!!!!!

Substitution



to
(too)

4 (for)

Reduction



slt



ERROR STATUS

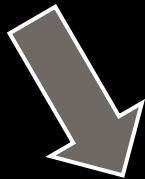
MODIFICATION



MISSPELLING

too

so



MODIFICATION

toox

Other words

48.24%

(23.57)

Substitution

31.27%

(2.87)

Addition

1.56%

(0.45)

Reduction

18.93%

(1.3)

With :

- Addition/Substitution : *
- Addition/Reduction : *
- Substitution/Reduction : *

**Figure 3: Percentage of
all kind of words.**

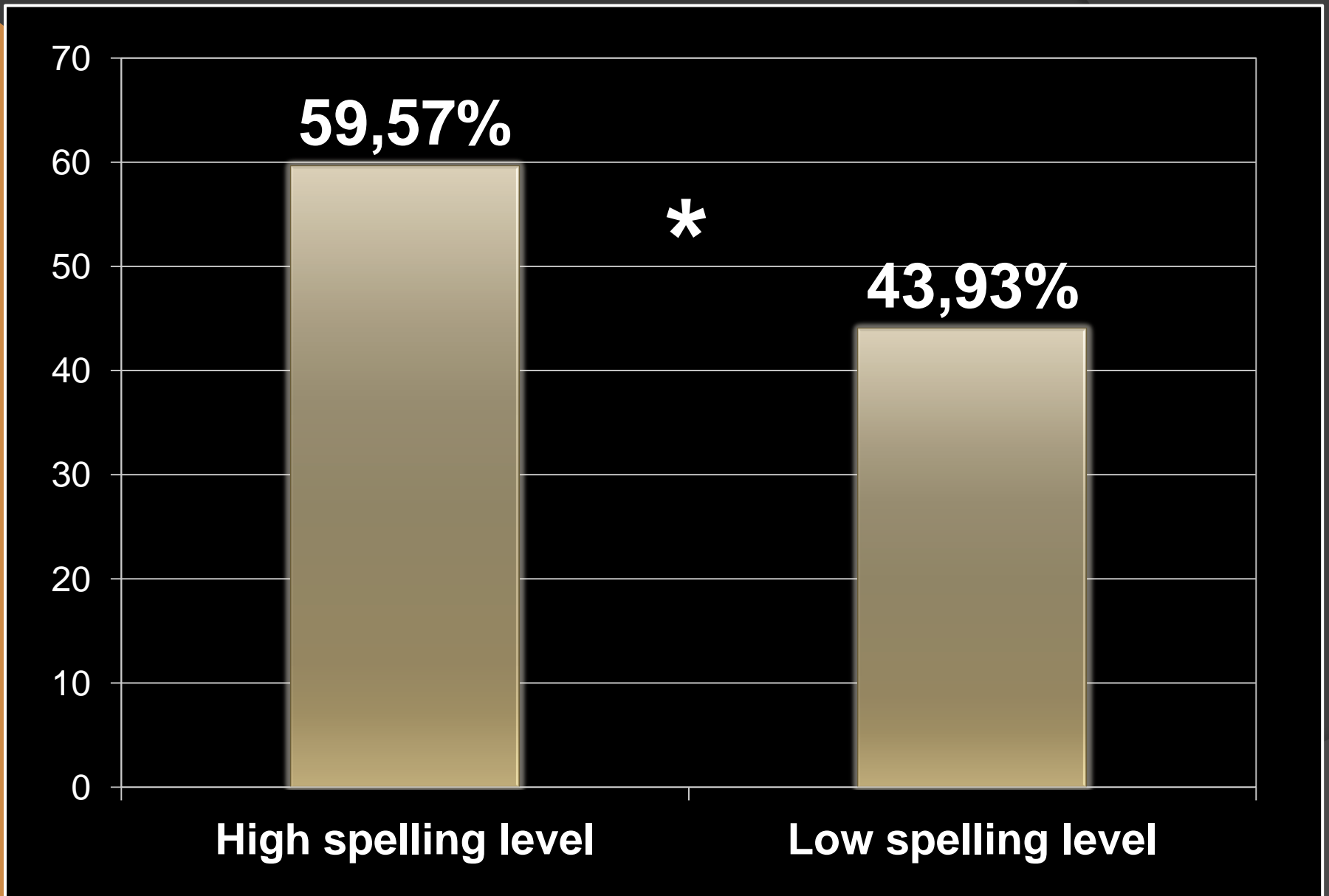


Figure 4: Percentage of modifications based on the spelling level, in relation to the total number of words.

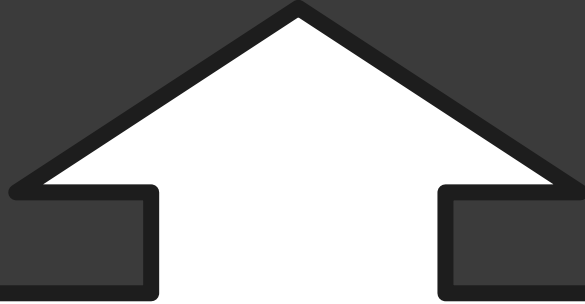
DISCUSSION and CONCLUSION

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CREATION OF A NEW TOOL



- NEW TYPOLOGY, BASED ON ADDITION, SUBSTITUTION and REPETITION (Panckhurst, 2009) + PHONIC VALUE (Catach, 2008)
- SPECIFIC TO ADOLESCENTS

HYPOTHESIS RECALL

Results showed a positive link between spelling level and quantity of modifications produced.

High spelling level (≥ 38) = high quantity of modifications (59.57%)

Low spelling level (≤ 37) = lower quantity of modifications (43.93%)



Conclusions of Plester and al. (2008)

QUANTITY OF MODIFICATIONS



QUALITY OF MODIFICATIONS



EXAMPLE IN FRENCH

MAINTENANT



[mɛ̃tənɑ̃]



MINTEN



[mɛ̃tənɑ̃]

NAME OF THE VALUE	EXAMPLE IN FRENCH	
Basic value	[s]: <u>salut</u>	Can not be replaced or deleted
Auxiliary value	<i>contraint</i> and <i>contra<u>in</u>t</i>	
Digraphs	<i>a</i> [a] and <i>n</i> [n] ≠ <i>an</i> [ã]	Can sometimes be replaced or deleted
Trigraphs	<i>châte<u>au</u></i> - <i>po<u>in</u>g</i>	
Zero value	<i>salu<u>t</u></i>	Can always be replaced or deleted
Position value	[z]: <i>préc<u>is</u>e</i>	

Table 1: Value of letters (Cellier, 2003)

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