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

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FRENCH TYPOLOGY


Figure 1: Typology of Panckhurst (2009)
PHONIC VALUE


Figure 2: Classification of Catach (1980)
LITERACY and SMS


Results

LITERACY = everything that is specific to reading and writing

Literacy + positively related to Production of SMS

**Results**

Higher the spelling level is, more important is the use of SMS.
OBJECTIVE OF THE STUDY

New typology
Adolescents

Spelling level
Modification in Instant Messaging (IM)
SMS only
IM
Write in ICT
ORAL
IM too
METHOD
**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
Spelling level (high/low)

Production of modifications: new typology

Results based on

Interrater reliability: 0.897

1: Altering
2: Not Altering

Below or equal to 37 (TNO): LOW

Equal or over to 38 (TNO): HIGH

Addition
Substitution
Reduction

1 and 2
EXAMPLE IN ENGLISH:
CONSONANT:
[θ] thin

EXAMPLE IN FRENCH:
NASAL VOWEL:
[ã] plante tente
EXAMPLES

Addition

$+ n(n...)$

Okkkkkk

!!!!!!!!!

Substitution

to (too)

4 (for)

Reduction

slt

😊
ERROR STATUS

MODIFICATION ≠ MISSPELLING

SO too = MODIFICATION

too ≠ too
Figure 3: Percentage of all kind of words.

- Other words: 48.24% (23.57)
- Substitution: 31.27% (2.87)
- Reduction: 18.93% (1.3)
- Addition: 1.56% (0.45)

With:
- Addition/Substitution: *
- Addition/Reduction: *
- Substitution/Reduction: *
Figure 4: Percentage of modifications based on the spelling level, in relation to the total number of words.
DISCUSSION and CONCLUSION
CREATION OF A NEW TOOL

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

- SPECIFIC TO ADOLESCENTS
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

MINTENEN

[меча̃на]
<table>
<thead>
<tr>
<th>NAME OF THE VALUE</th>
<th>EXAMPLE IN FRENCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic value</td>
<td>[s]: <em>salut</em></td>
</tr>
<tr>
<td>Auxiliary value</td>
<td><em>contraint</em> and <em>contraïent</em></td>
</tr>
<tr>
<td>Digraphs</td>
<td><em>a [a] and n [n] ≠ an [ã]</em></td>
</tr>
<tr>
<td>Trigraphs</td>
<td><em>château</em> - <em>poing</em></td>
</tr>
<tr>
<td>Zero value</td>
<td><em>salut</em></td>
</tr>
<tr>
<td>Position value</td>
<td>[z]: <em>précise</em></td>
</tr>
</tbody>
</table>

Table 1: Value of letters (Cellier, 2003)
BIBLIOGRAPHIE


Thank u 4 your atention 😊