

TXTIN – FRND OR FO?

Bridging the gap between text
speak and formal English

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WHY ARE YOU HERE?

FYSBIGTBABN! If u can understand this modern chat gibberish, then our workshop is not 4 u. U r here AYOR ☺ Yet if u can't make anything out of it, u r @ the right place – WYGISWYPF! U didn't catch that 1? AYSOS? IC ... OST, why don't u all strip off ur inherent resistance 2 txt lingo and c if u can make some use of it... WYT we'll b w8ing 4 u ;-D.



ALICE IN WONDERLAND or lost into the “wonderland” of text speak

- “Speak English! I don't know the meaning of half those long words, and I don't believe you do either!” Eaglet, Alice in Wonderland, Chapter
- TASK 1: Try to decipher the following examples of text speak – MYOB, KIT, J4F, HAGN, FYI, AYSOS, FYEO, AFAIK, 2WIMC, GTSY, HAND, ATST



HELP ALICE IN WOND-iPHONE-LAND

Imagine you are Alice of the 21st century equipped with a cell phone. You've just got lost and you want to ask for help. Unfortunately there is too little money on your pre-paid cell phone account so your only option is to send a sms. Try to make it as concise as possible (don't forget a standard sms can contain only 160 characters 😊). You can help yourself with the handout of text acronyms.



TEXT SPEAK – A FRIEND OR FOE?

- Is text speak “wrecking” the English language?
- Does it make learners less literate in terms of spelling, punctuation, sentence and text construction?
- Does it develop certain formal writing skills?
- Why should teachers bother to use text speak in their classes?



THE THREE “S” BENEFITS OF TEXT SPEAK

- **STYLE** – differentiating between the different registers (formal/informal English) as well as different social and linguistic contexts
- **SHORTHAND** – using text speak lingo to develop better note taking strategies
- **SUMMARIZING** – using the limitation of the 160 characters per sms to develop the skills of analyzing, processing and summarizing the key points of a text.

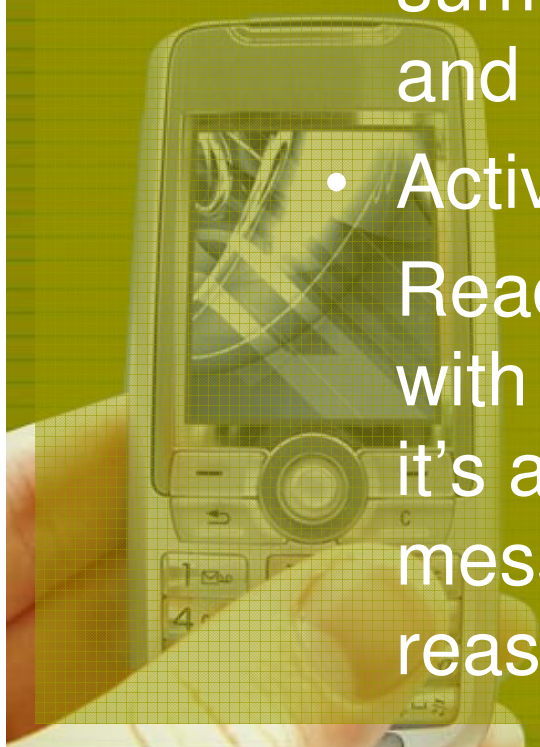


THREE “S” ACTIVITIES

- Aim at raising the learners’ awareness of the differences between formal/informal writing as well as of different social contexts, helping them learn how to summarize information in a succinct way and improve their note taking.

- Activity 1

Read the contexts in the table and discuss with a partner or group whether you think it’s a good idea or a bad idea to use text messaging in the respective context. Give reasons for your decisions.



THREE “S” ACTIVITIES

- Activity 2

You are going to work in small groups. Each student is going to read about one innovative way that text messaging is used in the UK. Read your paragraph and try to summarize it for your partner to read using only 160 characters! You can use the text speak acronym handout for reference or invent your own text speak lingo.



THREE “S” ACTIVITIES

Activity 3

Work in pairs. One of you will be given a short text message written in text speak, the other one – a short formal text. Each of you has to transform their text in either formal or a text speak one respectively. Then swap the texts produced and try to reconstruct them back to their original version. Compare and discuss the results.

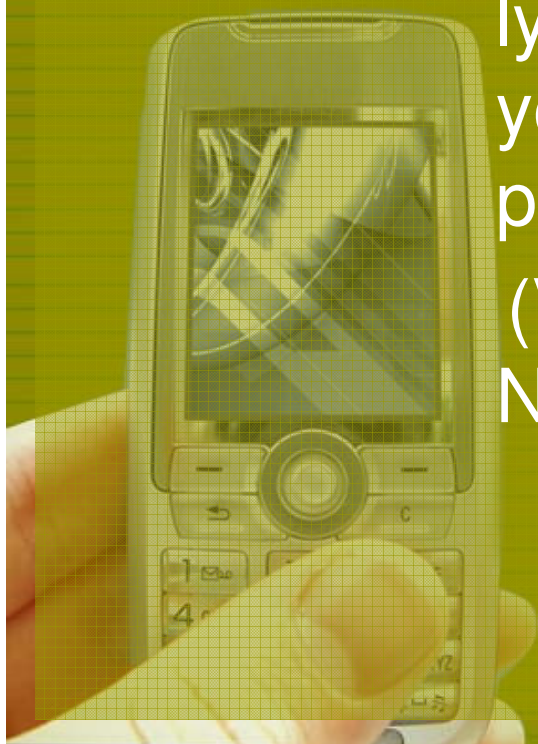


THREE “S” ACTIVITIES

Activity 4

You are going to listen to a song. While listening to it try to take notes of the lyrics using text speak acronyms so that you can reconstruct the lyrics with your partner or group after that.

(Variation – listen to the Queen’s annual New Year speech or any other speech).



INSTEAD OF A CONCLUSION

Cell phones are the umbilical cord of today's youth. Instead of fighting them and the specific lingo of text messaging we'd better use them in a motivating way so that our students benefit from their chatting and sms writing skills.

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CID ☺

TY 4 COMIN
CYL
HAND!
H&K



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