

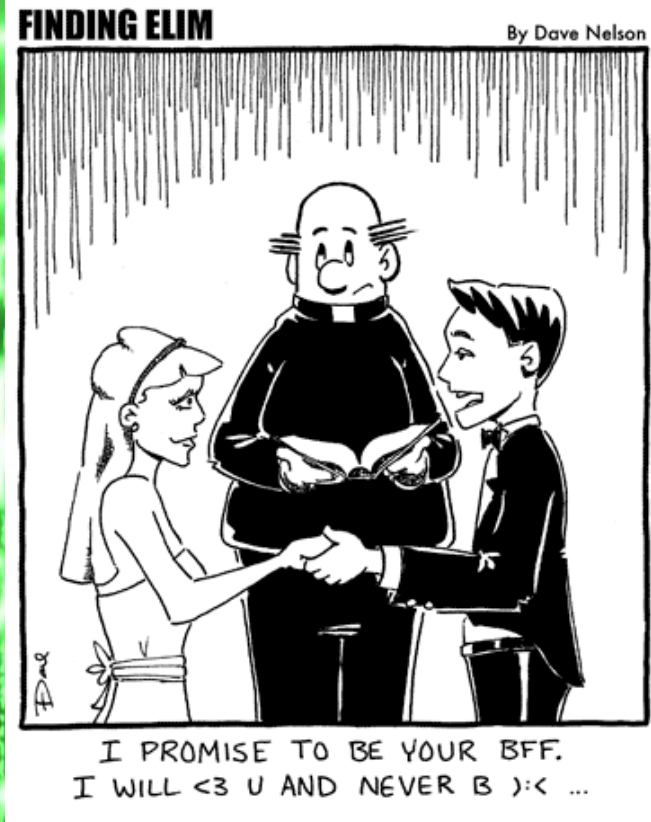


Txting: The gr8 db8

By: David Crystal

Rykia Clark, Taylor Timmons, Alison Kanski, Jeanna Campbell, Hanna Reese, Katey Murphy

What do you think?



- <http://www.polleverywhere.com/my/polls#!/my/polls> Poll!
- http://www.youtube.com/watch?v=hH_-nIGp_6U Scrabble
- <http://www.youtube.com/watch?v=7pwuS17xCm8> I.D.I.O.T.S



Thesis

- The effects of texting, as a relatively recent phenomena, had (at the time Crystal's book was published in 2008) been relatively researched but none of that research had reached the general public. As there was a lack of knowledge, largely exaggerated myth replaced truth.
- The point of Crystal's book is to dispel all of the misinformation and explore exactly what happens, linguistically speaking, when people text and what the long term effects of texting are on language.



Chapter 1: The Hype About Texting

- *“Texting fogs your brain like cannabis”*
- *“Texting does not influence literacy skills”*
- *“Texting replaces speech for communication among teenagers”*
- *“Texting deprives children of sleep”*
- *“Texting linked positively with literacy achievements”*
- *“Texting helps shy teenagers communicate”*
- *“Teenagers to get free mobiles to improve literacy standards”*

Big things have small beginnings



- 
- Average number of texts per GSM customer in 2000: 35 a month
 - 2001 in the UK alone: 12.2 billion

World figures:

- 2000: 17 billion
- 2001: 250 billion
- 2005: over a trillion
- 2012: 8 trillion



Texting is here to stay!

- The possibilities of what you can send in a text message are much more expansive than just a ‘text message’
- If it is causing problems, we need to be able to manage those problems
- If it is providing benefits, we need to know how to build on those

An impending linguistic disaster?




- According to UK broadcaster John Humphrys in 2007, texters are: “Vandals who are doing to our language what Genghis Khan did to his neighbors 800 years ago. They are destroying it: pillaging our punctuation; savaging our sentences; raping our vocabulary. And they must be stopped.”

Chapter 2: How weird is texting?

- Stating the negative connotations associated with texting
- Textese, slanguage, a new hi-tech lingo, hybrid shorthand, a digital virus.
- “It has been described as foreign, alien, and outlandish.”
- One commenter (*The Guardian* a British Newspaper) stated “texting is penmanship for illiterates.”





“As far as I know I
am not dyslexic,
mentally lazy, or
illiterate. But I
text.”

-Crystal

More Negativity



- “Where does the impression of total deviance come from?”
 - We tend to notice the text as having wrongs, when we over look the rights.
 - Poem entries – Capitalization of proper nouns, punctuation use.
 - Nobody says you *have* to use abbreviated language (not everyone does – IE the poems).



Chapter 3: What makes texting distinctive?

- There are 6 main kinds of distinctive features in texting:
 - logograms and pictograms
 - initialisms
 - omitted letters
 - nonstandard spelling
 - shortening
 - Genuine novelties

Noticeable Features of Texting

- Logograms
 - “The use of single letters, numerals, and typographic symbols to represent words, parts of words, or even noise associated with actions.” - page 37
 - **2b or not 2b?**
- Pictogram
 - “When visual shapes, or pictures, are used to represent objects or concepts.” - page 38
 - ;-)
 - (^_^)
 - @('---'---'---
- Texting is sometimes compared to Egyptian hieroglyphs, but hieroglyphs are much more complex entities
- but there is a point of overlap between hieroglyphs and texting
 - rebus

- Initialism

- Reduces words to their initial letters. Sometimes called acronyms or alphabetisms.

- GF- girlfriend
- AML - All my love
- JK - Just Kidding

- Not a new concept!

- People have been initializing words for centuries. This process is only “new” in the texting world.

- PM (post meridiem) was recorded in English in 1666.
- IOU (I owe you) from 1618.
- RIP (rest in peace) in the nineteenth century.



- Omitted letters
 - These are usually less noticeable but more common.
 - Letter are dropped either in the middle or at the end and are usually vowels.
 - Txin.
 - XInt.
 - Rite.
 - Msg.
- Nonstandard spelling
 - People constantly manipulate the writing system, and nonstandard spelling is one way they achieve this.
 - skool = school
 - wotcha = what are you
 - dat = that
- Shortening
 - A word is shortened by omitting one of its meaningful elements.
 - The days of the week are usually shortened to Mon, Tues, Thurs, and months are shortened down to Jan, Feb, Mar, Apr.
 - Shortening can cause some confusion if both parties do not have the same understanding of the shortened words.



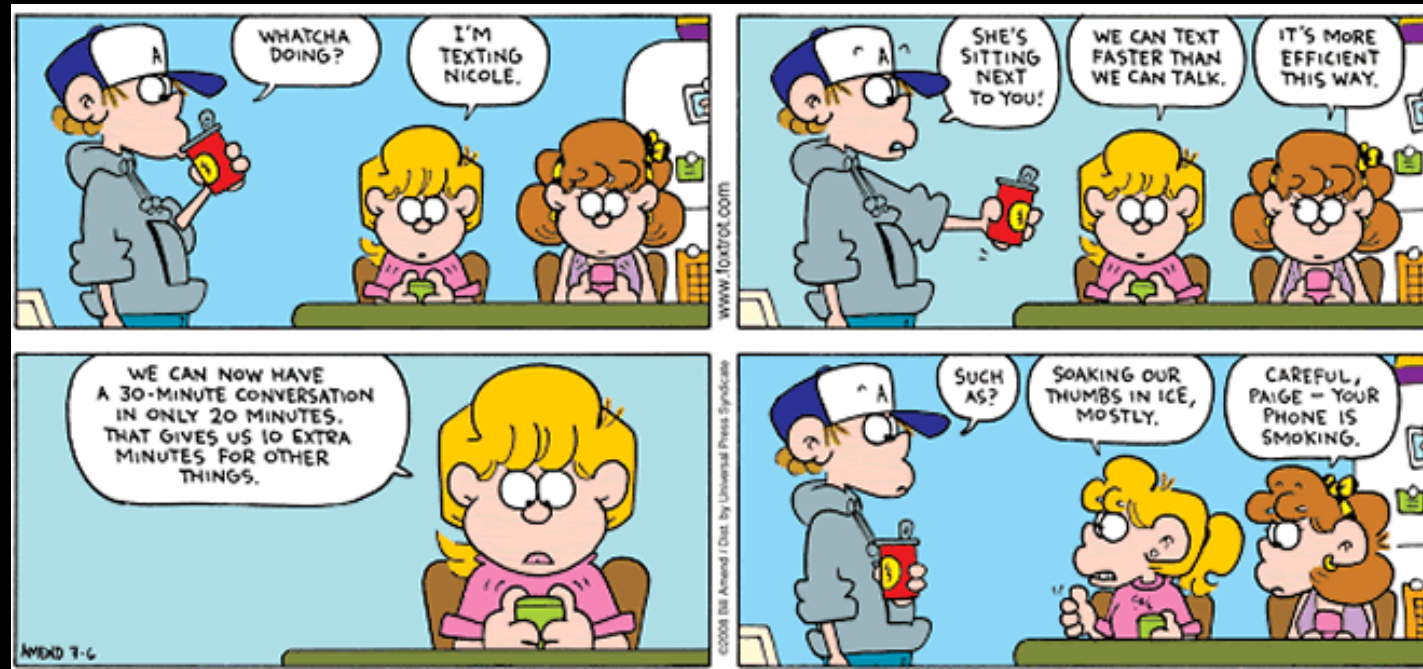
Genuine Novelties

- [?] Most abbreviations are new, but borrowed
- [?] Texting can be single abbreviations or a string combination
- [?] They are not meant to be spoken aloud
- [?] Produced through texting games/competitions
- [?] Can be in slang terminology or code
- [?] A symbol has various meanings in various situations
- [?] Can characterize texters by their stylistic traits
 - IMHO= in my humble opinion
 - iydkidkwd = if you don't know I don't know who does.



Chapter 4: Why do they do it?

- Economic Reasons
 - Cheaper than many alternatives
- Communicative Strengths
 - Personal, private, instant
- Microwave Society
 - We want it when we want it
- Direct Points
 - Removal of preliminaries



Chapter 5: Who texts?



- 2000: the younger you are, the more likely you are to text
- 2003:
 - 80% of people under 25 prefer texting to calling
 - 14% of those over 55 prefer texting to calling
- Teens & young adults biggest users of texting abbreviations and there is a rapid decline in abbreviation usage with age
- BUT younger adults are more likely to use standard capitalization and punctuation

Gendered Difference



- Women:
 - text more than men
 - text longer messages
 - text more grammatically correct messages
 - use more abbreviations and emoticons
 - retain traditional conventions of orthography
 - use more salutations and farewells
 - express a wider range of content



Continued...

- Shared texting behavior shows that you belong to the same group – it's not just the latest model of phone, but what you can do with it that counts
- More immediate, direct, personal, and convenient than other forms of electronic communication
- Offers a different level of privacy
- Responds well to the pressures we have on our time and our attention spans

Chapter 6: What do they text about?

- Crystal discusses the content of text messages from personal messages to messages used by television, government, and other industries to push information

THE #156 RULE OF A GENTLEMAN:

A morning text does not simply mean, "Good morning." Rather, it comes with the silent, loving message, "I think of you when I wake up."

Emergency Alert

Dust Storm Warning in this area til 7:00 PM MST. Avoid travel. Check local media. -NWS

Settings

Dismiss



Characteristics of most texts:

- Brief, $\frac{2}{3}$ of all texts are “simple,” containing a single sentence or clause
- Nonstandard orthography, only 7% of texts use complex capitalization
- Distinct epistolary status, only 10% of texts have an opening salutation or closing farewell
- Lack of abbreviations, only 6% of texts use abbreviations
- Texts typically concentrate on the who, what, where, when type of information.



Types of Texting

Social Texting

- Greetings are $\frac{1}{4}$ of all texts
- Gossip or personal news exchange
- Parent-child relationships
- *keitai*-dating in Japan
- Fostering friendships and dating
- Bullying

Informational Texting

- Weather, traffic, school, etc. alerts from local governments
- Interactive television, i.e. voting, texting in messages to display
- News alerts, bank alerts, stock alerts
- SMS newsletters
- Coordinating times or meetings

Chapter 7: How Do Other Languages Do It?

- Other languages that use the Roman alphabet text very similar to the way we do (123). English has impacted the way all other languages text. “Code-mixing of English and native textisms is a major feature of the international texting scene” (131)
- Pictograms and Logograms
 - Use symbols in words that contain the pronunciation of symbols
 - English= 4ever Spanish: 2= dos → saludos (greetings)= sl2
 - Meshing of languages
 - Welsh: grandmother= nain (pronounced like English 9) → Will use 9 instead of typing grandmother
 - Language specific logograms
 - English= B pronounced “bee” → b4 French: G pronounced “zhay” → gt= j’etais

Other Symbols

- Italian, Spanish, and Portuguese use + when associated with more and – to mean less.
 - Used as a sign of the superlative ending
 - Italian: mi machi tantissimo (I miss you so much) → Mmt+
- Explains that he has not found an equivalent to this phenomenon in the English Language.
 - Since 2008, expressing whether you like or dislike something has been replaced by > or <
 - My man >>> Your man , That concert >> , This weather <



Initialisms, Omissions, and Shortenings

- All languages he investigated used the reduction of words to their initial letters.
 - Spanish: tq= te quiero (I love you), Italian: tvb= ti voglio bene (I like you a lot)
- All languages shorten words by using combinations of initial and medial letters
 - Spanish: tb= tambien (also), German: aws= auf wiedersehen (goodbye)
- Some languages use a combination of all the different techniques we have discussed!

“g1id2kdo”

- French: j’ai une idee de cadeau (I have a great idea)

g	Letter name- pronounced ‘zhay’
1	Numeral name= une
i	Letter name pronounced ‘ee’
d	Letter name pronounced ‘day’
2	Numeral name pronounced ‘deax’= de
k	Letter name pronounced ‘ka’
do	Phonetic pronunciation as ‘doh’

(146)



Cultural Differences

- Cited a study conducted in 2005 that studied texting in France and Japan. (146)
 - Japan:
 - found texting to be “valuable as a means of maintaining social propriety”
 - “way of avoiding the constraints of formal codes of expression”– omit markers of respect
 - Express emotion though emoticons and pictograms
 - France:
 - Way to manage “privacy in a public space”– can communicate secretly
 - Express emotion through written language that may or may not be abbreviated.
- Conclusion:
 - The different languages of the world have been able to adapt their language to the new technology and each language has done it in a very similar way.



Chapter 8: Why all the Fuss?

- Evidence regarding whether texting is effecting students education is distorted by media hype
 - New Zealand scandal
- Texting may actually improve literacy skills
 - Creates an understanding of sounds
 - Develops a sensitivity to meet the needs of the receiver of a text
 - Develops a sense of awareness that texting deviates from the standard language

Texting and Education

- Teachers should:
 - Enforce handwriting
 - Focus on developing and creating longer sentences
 - Support texting because it provides more opportunities to read and write (157)
- Concludes:
 - Texting is “the latest manifestation of the human ability to be linguistically creative and to adapt language to suit the demands of diverse settings” (175).



Scholarly Source 1

NY Post:

Staff. "Txtng: The Gr8 Db8." *The New York Post* [New York] 27 July 2008, Opinion. Web.

Puts a comical twist on Crystal's books.
Opinion Article.
Summarizes that many people generalize texting in a negative way.
Says that "oldsters" will criticize the youngster's use.



However, the article says "This is a brief book that sometimes feels like an overextended magazine article."

"Texting doesn't erode literacy: it actually challenges literacy skills."

"But it's a work that needed to be written, it's wholly persuasive in its arguments and it makes the blusterers look a bit silly."



Scholarly Source 2



“2 txt or not 2 txt, tht is the ?”

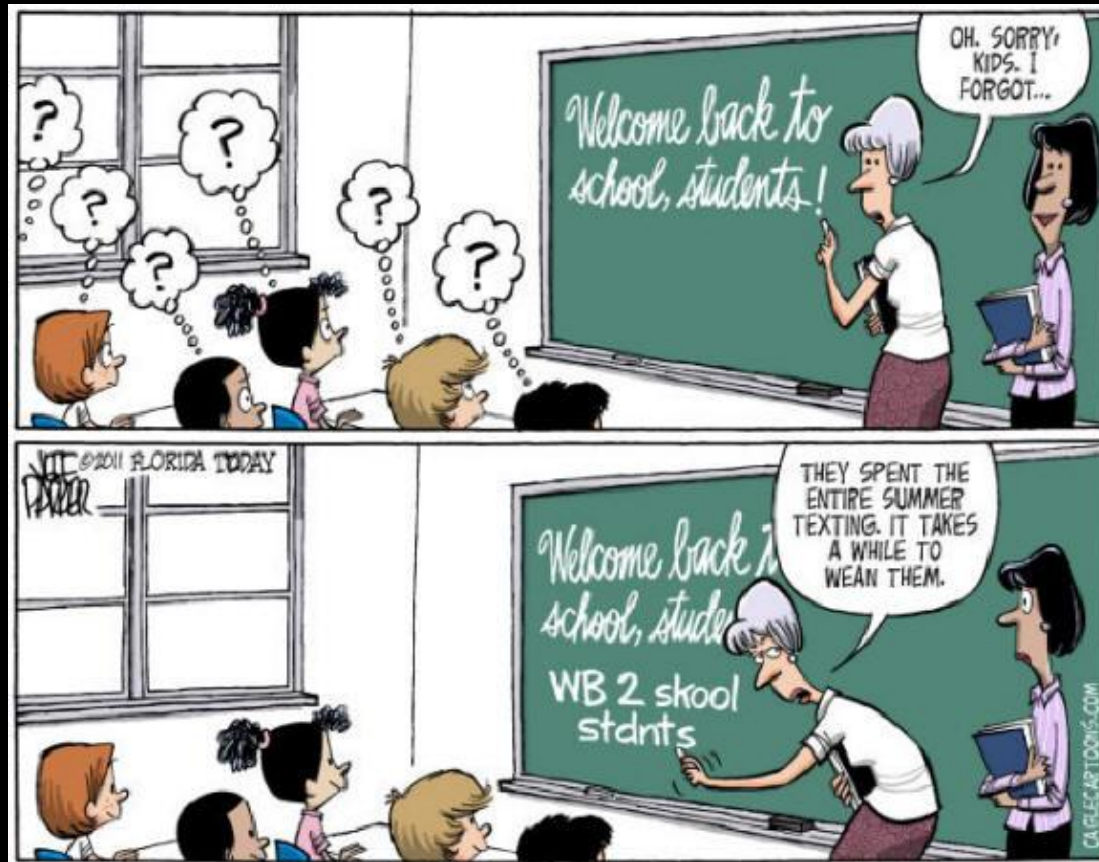
- John Sutherland

- Texting is for the mentally lazy, not just a time saver.
- Texting masks dyslexia and is the penmanship for illiterates.
- “Young tongue” texting compared to “old tongue” telegraph language.
- Praises the book for multiple viewpoints, exploring each perspective, and thought in detail.

<http://www.newstatesman.com/society/2008/07/gr8-db8-crystal-texting-txtng>

Scholarly Source 3

Dansieh, Solomon. "SMS Texting and Its Potential Impacts on Students' Written Communication Skills." *International Journal of English Linguistics* 1.2 (2011). Google Scholar. 5 Nov. 2013.



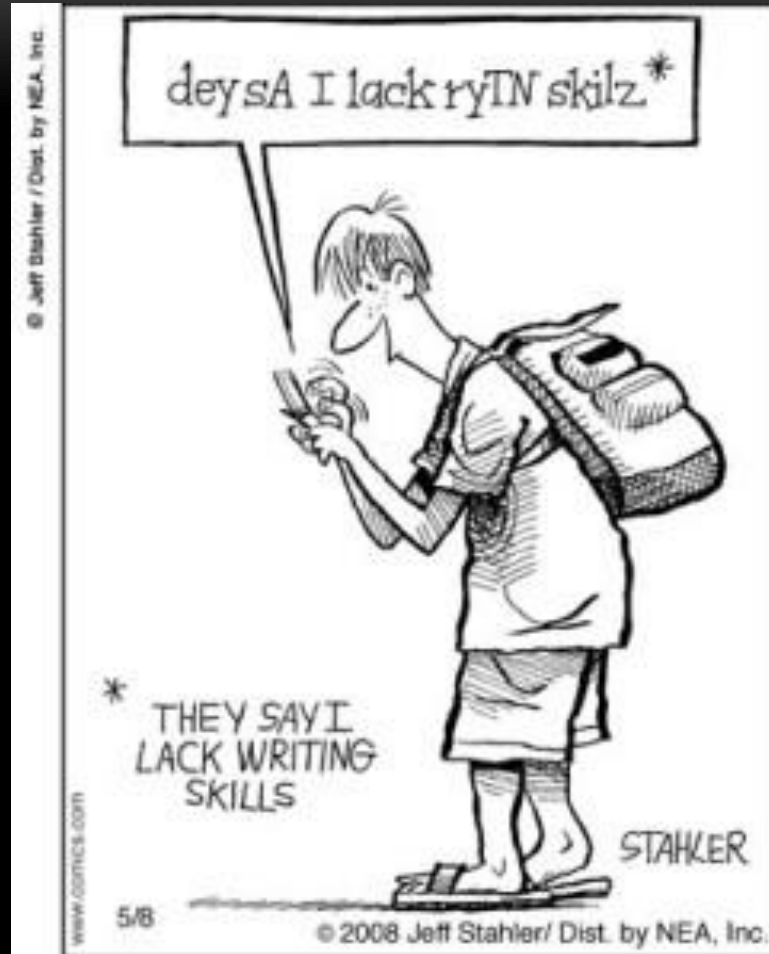
- Developed a study to examine the effects of texting on students' writing abilities
- Cites Crystal as an expert on the subject and explains that *Txtng: The Gr8 Db8* is the leading source on texting studies
- To collect data, Dansieh used surveys and asked students and teachers to answer questions regarding texting and how texting may have an impact on school
- Results: over 50% of teachers said that they did see abbreviations and text language in student written assignments.

Scholarly Assumptions: 1



- We must realize that with technology comes the ever lasting desire to receive information quickly and easily. Those of young ages are better equipped with resources than the teachers who are teaching them or the parents who are raising them. With the texting world comes a fast world. Young children are receiving text messages and information instantaneously, thus we must find a way to adjust to their fast ways.

Scholarly Assumption:3



- As with all changes to the English language, “textese” has faced some resistance. However, Crystal reminds us that all changes to the English language were initially resisted before becoming the norm of our language. Cld it b possbl tht txt lang iz movng tht way? ;)

Scholarly Assumption:4

- Assumption: The brevity of texting, using simple sentences with little or no punctuation or grammatical structure, is destroying the population's ability to write correctly.
- Crystal proves this assumption wrong by showing texting as a language of it's own. The language of texting is simply a new branch of the English language.
- With proper writing instruction, both text language and SAE writing can exist independently.



TEXT MESSAGING

Slaughtering the English language since creation.

Scholarly Assumption:5



- Texting styles vary based on the individual. Crystal presents guidelines that texters often follow; however, texters often choose to abbreviate their texts depending on who they are texting and the context of the text messages. The styles of texting have evolved since this book was published in 2008.




Conclusion

- Should we approach it as a dialect or as a separate language? Or neither?
- Are there any long-term effects that you think texting will have on the English language?
- Future Teachers: How do you think this texting language will impact you and the types of things that you will have to teach in the classroom?
- Has this presentation changed your opinion of texting language? If so, how?



NE ?'s



Thx 4 1stng!
:)