

**Technology Working Session: Talking Technology with the Telematics and New Technologies  
Commission  
AATF  
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**Using Texting in the Classroom  
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**1. Why you should consider using technology?**

Q. Why should you use technology in your teaching?

- *Because it is most effective for today's digital learners (our students).*
- Premise: "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach." ([Prensky](#), 2001)

Characteristics of today's learners

- Multi-tasking
- Parallel process (instead of linear process)
- Graphics before text
- Random access (hyperlinks, find their own order, choose what's important)
- Flexibility
- "Twitch" time
- Immediate feedback
- Choice
- Connected all the time (to family, friends, etc.)
- Networking
- Games
- Frequent rewards
- Like to see and be seen
- Want authority / control
- Instant gratification
- End result more important to them than the information
- Need real-world implications
- Community connections

**2. Why texting?**

- Texting fits many of the characteristics just described: it's immediate, fun, connected, random, real world implications, etc.
- It builds knowledge of phonetics and pronunciation because students have to work to figure out the texts.
- It increases knowledge of grammar because students have to figure out the proper French to understand the text in many cases (ché pas, for example).
- Students work on typing accents and learning the technology of texting in French.
- Texting has become a primary means of communication in France, even among digital immigrants and in business contexts. Students need to know about this cultural aspect and be prepared to participate appropriately.

### 3. How to organize the project. (entire project conducted in French)

#### Before the project...

- I put in the syllabus a “Texto” day (so all can see and look forward to it and ask about it).
- A week ahead of time: I tell students we will be texting in class on a certain day and ask who has a texting plan on their phone and would like to participate by bringing their phone. (It’s usually almost everyone.) If there are gaps, we work in pairs or with partners.
- We pass around a paper and ask everyone to write down their phone numbers.

#### The day of texting...

- First, I tell them to get out their phones! They LOVE this.
- 10 minutes: I hand out the worksheet and explain that there are at least three kinds of texting.
  - Using abbreviations: ex. LOL in English, TLM in French
  - Phonetic spellings: ex. CU in English, OQP in French
  - Everything else that shortens makes it cool (using numbers, English, etc.)
- 10 minutes: With a partner, they go through the worksheet and try to see how many “textos” they can figure out (first in proper French, then by writing an English equivalent).
- 5 minutes: We now look at the answer sheet (consult french.about.com for ideas). Laughter and jokes ensue.
- 5 minutes: They are now asked to text each other. We read aloud some of the texts. Someone usually picks a funny / obscure one from the list.
- The rest of the class is spent on our regularly scheduled work. BUT, they are asked to text each other throughout the class to make comments, always in French. As people receive texts, they report on what was shared.

#### Bonus:

- We have “texto” days on other days too, where students just bring their phones, now that they know the system.
- Also, I give extra credit if they text friends outside of class in French. Many do this automatically and love to show me the transcript of their texts.

### 4. Outcomes

- Students report high satisfaction with this activity.
- Students are able on tests to articulate why texting is important and how it fits in the French culture of today.
- Students also retain well the specific textos on tests.
- **EVEN MORE IMPORTANTLY, they LOVE it! When I do not do it in all classes, my other classes come to me and ask me why they can’t use their cell phones too. They BEG to do this activity!**

### 5. Ending thoughts

- It’s quick.
- It’s easy.
- It’s fun.
- It’s pedagogically grounded.
- It accomplished grammar review, pronunciation practice, and cultural knowledge.
- Students love it.
- Try it today!

Donnez l'équivalent de ce texto en français standard (et ensuite en « texto » anglais)

1. 6né
2. A+
3. ASV
4. bsr
5. CPG
6. DSL
7. G
8. J've
9. JMS
10. Kan
11. kestufou
12. Koi29
13. Lut
14. mr6
15. NSP
16. p2k
17. qqn
18. rdv
19. savapa
20. TLM
21. TOK
22. vazi
23. XLnt
24. VrMan
25. STP

<b>French</b>	<b>Meaning</b>	<b>English</b>
<b>6né</b>	Ciné	Movie theater
<b>A+</b> <b>@+</b>	À plus	L8R CUL8R
<b>A12C4</b>	À un de ces quatres	See you one of these days
<b>a2m1</b> <b>@2m1</b>	À demain	CU2moro
<b>ALP</b>	À la prochaine	TTFN
<b>AMHA</b>	À mon humble avis	IMHO
<b>APLS</b>	À plus	TTFN
<b>ASV</b>	Âge, Sexe, Ville	ASL
<b>auj</b>	Aujourd'hui	Today
<b>b1sur</b>	Bien sûr	Of course
<b>BAL</b>	Boîte aux lettres	Mailbox
<b>BCP</b>	Beaucoup	A lot
<b>bi1to</b>	Bientôt	RSN
<b>bjr</b>	Bonjour	Hello
<b>bsr</b>	Bonsoir	Good evening
<b>C</b>	C'est	It is
<b>CAD</b>	C'est-à-dire	That is, i.e.,
<b>cb1</b>	C'est bien	That's good
<b>C cho</b>	C'est chaud	It's hot
<b>Cé</b>	C'est	It is
<b>Ché</b>	Chez Je sais	At the home of I know
<b>Chu</b> <b>Chui</b> <b>Chuis</b>	Je suis	I am
<b>C mal1</b>	C'est malin	That's clever, sneaky
<b>C pa 5pa</b>	C'est pas sympa	That's not nice
<b>CPG</b>	C'est pas grave	INBD
<b>Ct</b>	C'était	It was
<b>D100</b>	Descends	Get down
<b>d'ac</b> <b>dak</b>	D'accord	OK
<b>DSL</b>	Désolé	IMS

<b>DQP</b>	Dès que possible	ASAP
<b>EDR</b>	Écroulé de rire	LOL
<b>ENTK</b> <b>EntouK</b>	En tout cas	IAC
<b>FAI</b>	Fournisseur d'accès internet	ISP
<b>FDS</b>	Fin de semaine	WE, Wknd
<b>G</b>	J'ai	I have
<b>G1id2kdo</b>	J'ai une idée de cadeau	I have a great idea
<b>GHT2V1</b>	J'ai acheté du vin	I bought some wine
<b>G la N</b>	J'ai la haine	H8
<b>GspR b1</b>	J'espère bien	I hope so
<b>Gt</b>	J'étais	I was
<b>Je c</b>	Je sais	I know
<b>Jé</b>	J'ai	I have
<b>Je le saV</b>	Je le savais	I knew it
<b>Jenémar</b>	J'en ai marre	I'm sick of it
<b>Je t'M</b>	Je t'aime	ILUVU
<b>Je vé</b> <b>J've</b>	Je vais	I'm going
<b>JMS</b>	Jamais	NVR
<b>KDO</b>	Cadeau	Gift
<b>Kan</b> <b>Kand</b>	Quand	When
<b>Ke</b>	Que	that, what
<b>Ké</b>	Qu'est	What is
<b>Kel</b>	Quel, Quelle	Which
<b>Kelle</b>	Qu'elle	That she
<b>Keske</b>	Qu'est-ce que	What
<b>kestufou</b> <b>Ksk t'fu</b>	Qu'est-ce que tu fous ?	What the hell are you doing?
<b>Ki</b>	Qui	Who
<b>Kil</b>	Qu'il	That he
<b>Koi</b>	Quoi	What
<b>Koi29</b>	Quoi de neuf ?	What's new?
<b>Lckc</b>	Elle s'est cassée	She left
<b>L's tomB</b>	Laisse tomber	Forget it

<b>Lut</b>	Salut	Hi
<b>MDR</b>	Mort de rire	ROFL
<b>mr6</b>	Merci	Thx
<b>MSG</b>	Message	Msg
<b>now</b>	maintenant	ATM
<b>NSP</b>	Ne sais pas	Dunno
<b>o</b>	Au	In the, at the
<b>Ok1</b>	Aucun	None, not one
<b>OQP</b>	Occupé	Busy
<b>Oué</b>	Ouais	Yeah
<b>p2k</b>	Pas de quoi	URW
<b>parske</b>	Parce que	COZ
<b>p-ê pitit</b>	Peut-être	Maybe
<b>PTDR</b>	Pété de rire	ROFLMAO
<b>Pkoi</b>	Pourquoi	Y
<b>Po Pô</b>	Pas	Not
<b>q-c q queske</b>	Qu'est-ce que	What
<b>qq</b>	Quelques	Some
<b>qqn</b>	Quelqu'un	Someone
<b>raf</b>	Rien à faire	Nothing to do
<b>ras</b>	Rien à signaler	Nothing to report
<b>rdv</b>	Rendez-vous	Date, appointment
<b>RE</b>	(Je suis de) retour, Rebonjour	I'm back, Hi again
<b>ri1</b>	Rien	0, nothing
<b>savapa</b>	Ça va pas ?	Is something wrong?
<b>SLT</b>	Salut	Hi
<b>SNIF</b>	J'ai de la peine	I'm sad
<b>STP/SVP</b>	S'il te/vous plaît	PLS
<b>T</b>	T'es	You are
<b>tabitou</b>	T'habites où ?	Where do you live?
<b>tata KS</b>	T'as ta voiture ?	You have your car?
<b>ti2</b>	T'es hideux	You're hideous.
<b>tjs</b>	Toujours	Always
<b>tkc</b>	T'es cassé	You're tired.

<b>TLM</b>	Tout le monde	Everyone
<b>T nrv ?</b>	T'es énervé ?	Are you irritated?
<b>TOK</b>	T'es OK ?	RUOK?
<b>TOQP</b>	T'es occupé ?	RUBZ?
<b>Tt</b>	T'étais	You were
<b>V1</b>	Viens	Come
<b>vazi</b>	Vas-y	Go
<b>VrMan</b>	Vraiment	Really
<b>X</b>	crois, croit	believe
<b>XLnt</b>	Excellent	XLNT
<b>y a</b> <b>ya</b>	Il y a	There is, there are

### **French Texting Rules:**

The basic rule of texting is to express yourself with the fewest number of characters possible. This is done in two ways:

- Using abbreviations, like TLM for Tout Le Monde
- Using letters that are pronounced like the desired sounds, like OQP for occupé (O - CCU - PÉ)

### **Patterns:**

- C replaces C'EST, S'EST, SAIS, etc.
- É replaces AI, AIS, and other spellings of similar sounds
- K can replace QU (e.g., koi) or CA (kdo)
- O replaces AU, EAU, AUX, etc.
- T replaces T'ES and other spellings of the same sound
- 1 replaces UN, EN, or IN
- 2 replaces DE

### **Tip:**

- If all else fails, try reading the symbol out loud. :-)

<http://french.about.com/library/writing/bl-texting.htm>