Закарпатський угорський інститут ім. Ференца Ракоці ІІ

Кафедра філології

Реєстраційний №_____

Кваліфікаційна робота

ВПЛИВ СЛЕНГУ ТЕКСТОВИХ ПОВІДОМЛЕНЬ (TMS) НА РОЗВИТОК СПІЛКУВАННЯ УЧНІВ АНГЛІЙСЬКОЮ МОВОЮ

ПОПОВИЧА МАРКА ПАВЛОВИЧА

Студента_2__-го курсу

Освітня програма «Філологія (мова і література англійська)»
Ступінь вищої освіти: магістр

Тема затверджена Вченою радою ЗУІ
Протокол №   / 2022 року

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Робота захищена на оцінку _____, «___» _____ 2023 року
Протокол № _____ / 2023_

Закарпатський угорський інститут ім. Ференца Ракоці II

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Берегове
2023

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THE IMPACT OF TEXT MESSAGE SLANG ON ENGLISH LANGUAGE LEARNERS' COMMUNICATION DEVELOPMENT

Master's Thesis

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Beregszász – 2023

ЗМІСТ

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INTRODUCTION

In English language classrooms where students do not speak English as their first language, it is crucial to use current and authentic vocabulary that students can easily comprehend. One aspect of authentic language that is often overlooked in traditional English language teaching is slang. Slang, being a prevalent form of language used in everyday conversations, plays a significant role in English language acquisition. However, teaching slang in EFL classrooms requires careful consideration of how it is implemented to avoid confusion among students. In this thesis, we will explore the importance of teaching slang in EFL classrooms, strategies for motivating slang learning, and the challenges and benefits of using slang as a teaching tool.

The use of slang in the real world is dynamic and context-dependent, scripted language does not sound natural. Therefore, it is essential for EFL teachers to expose their students to authentic, current slang in order to bridge the gap between classroom language and real-world language. However, teaching slang requires a delicate balance, as using slang outside of its context can often confuse students. This thesis aims to provide insights and recommendations for EFL teachers on effectively integrating slang into their classrooms to enhance language acquisition while being mindful of potential challenges.

The *relevance* of this topic lies in the limited availability of scientific research on the use and impact of slang on English as a foreign language (EFL) learners globally. The specific focus of this study is to demonstrate the relevance of the topic in the Transcarpathian basin.

The internet's globalization has led to the widespread use of slang among young people globally. The research's theoretical part provides a written explanation and in-depth analysis of slang usage. According to Holmes [2], slang is a type of vocabulary. Slang is not used in formal spoken language or writing as it is rude, humorous, or shocking, according to common instruction. However, one condition that may occur is the use of slang in communication, particularly in the classroom. The slang is typically adopted among young adults, both young in spirit and fresh in numbers, for amusement purposes [3]. Slang on the Internet, like slang in conventional face-to-face speech or written text, is frequently used to indicate group membership [1].

This thesis will also highlight the differences between teaching "regular" vocabulary and slang. Slang words are often low-frequency, short-lived, and closely tied to popular culture, making them distinct from standard language. Additionally, students' expectations of teachers' language use in the classroom can impact their motivation and engagement. Therefore, this thesis

will explore strategies for teachers to set appropriate expectations and use positive slang as a motivational tool to dissolve language barriers between teachers and students.

Furthermore, this thesis will propose practical strategies for motivating slang learning in EFL classrooms, including the use of authentic materials such as TV series, movies, and music, encouraging students to bring in their own examples of slang, and incorporating visual and audio elements through animated media. The thesis will also discuss the potential benefits of using slang as a bonding tool among students, creating a unique classroom atmosphere that fosters engagement and participation.

The *objective* of this research is to examine slang in its entirety, including its main issues, problems, and potential misunderstandings. Meanwhile, the *subject* of the research is focused on the actual usage of slang.

The *aim* of this investigation is to demonstrate the challenges that arise when dealing with slang words. This will involve providing a brief overview of slang in general, including its main issues, peculiarities, problems, and difficulties based on previous studies on the comprehension of slang terms in both theory and practice. In order to achieve this goal, the following questions will be explored:

- Review literature that is relevant to the nature of slang, its classification, and other terminology used in research papers.

- Determine the frequency of slang usage in everyday life.

- Analyze and interpret any culture-based slang terminology that may be problematic or challenging due to globalization.

The methodology employed in this study consists of *analysis* and comparison techniques, which are utilized to ensure accurate word choice and meaningful *comparisons*. The ultimate goal of these methods is to provide insights for both younger and older generations.

The *scientific novelty* of this study lies in its investigation of the prevalence and frequency of slang usage across different generations, with the aim of examining the potential impact of slang terms on language learning. The study seeks to identify and highlight any possible effects that may arise from the use of slang in language acquisition and usage.

The second part of the study is an overview is provided of a research study conducted to investigate the significance of slang expressions in language use. The study's main objective was to determine the importance individuals place on slang in their communication. To achieve this, a questionnaire based on text message slang was developed with a variety of questions to allow participants to share their perspectives.

This thesis's third and final section provides an overview of a research study that investigated whether slang usage can create a language barrier between generations. The main objective of this study was to determine how important individuals consider slang to be in communication. The questionnaire was designed by the researcher to allow participants to freely express their ideas and perspectives on the potential language barrier and its impact on intergenerational relationships.

**THE IMPACT OF TEXT MESSAGE SLANG ON ENGLISH LANGUAGE LEARNERS'
COMMUNICATION DEVELOPMENT**

1.1 **The Essence of Slang**

Slang is terminology that is only used among close friends and members of the same social group. The language of slang is quite informal. If it is used in relation to someone else or outside of a close-knit group of people, it may insult them. Slang is typically spoken rather than written. Slang often refers to specific words and meanings, though it can also include idioms and longer statements.

American slang is available in a variety of forms. One of them comes from one of the several societal subcultures. As time goes on, the civilization expands the slang's resources and enhances its contexts. Common people pick up slang terminology from subculture groups and incorporate them into their language. Young people are also quite engaged in the creation of slang. According to **Holmes (2001),** slang is a type of vocabulary. Slang is not used in formal spoken language or writing as it is rude, humorous, or shocking, according to common instruction. However, one condition that may occur is the use of slang in communication, particularly in the classroom.

1.2 Slang in the EFL Classroom

While teaching English as a second or foreign language, students frequently encounter slang. Students frequently employ slang they have heard, or the educator employs slang to the confusion of the pupils, who require an explanation. The purpose of this study is to demonstrate that systematic instruction of slang in EFL classes.

In this contemporary environment, slang is used everywhere. Slang can be present in the classroom interaction between the instructor and the students. They contribute significantly to the formation of slang. In other words, such a range of vocabulary makes discussion more fluid, more intimate, and appropriate for an informal setting. Given how slang is utilised in EFL classrooms.There are several reasons why people communicate with slang. The slang typically adopted among young adults, both young in spirit and fresh in numbers, for amusement purposes. **(Jakowski 2011)**

Pupils could be directed to learn slang mostly in classroom or simply encouraged to learn slang by themselves; nevertheless, educators must provide resources and motivation for students to learn slang individually. Direct teaching in the classroom, similar to teaching vocabulary, can

assist students in learning more slang. Encourage pupils to maintain a "slang journal," as well as to include slang as part of a vocabulary journal, in a speaking and listening or even a reading class.

Slang is evident in movies, songs, and conversations with native speakers. The teacher should encourage and hand out homework such as finding slang and interpreting the meaning in different entertaining sources such as: movies, songs, comments, social media, memes; or even the teachers everyday lecturing style.**(Jakowski 2011).** The overall aim of teaching slang to the students is to motivate them by showing examples on learning slang to make the listening and speaking skills better. The students should understand the importance of slang, especially the TMS, because reading a Text Message written by a native whom we have a friendly relationship is going to be an impossible task due to the high frequency slang usage.

After reaching a certain level of English knowledge, learning slang is unavoidable, without this highly important language group a very high language barrier may and will occur in a native-speaking environment.

1.3 Improvement of Slang over the Years

Today, slang is employed in every aspect of society, including novels, movies, and music. In a very brief period of time, slang has also dominated the written form. A few decades ago, only teenagers used slang, and adults had no interest in it. But, that has changed significantly. Internet-based slang has influenced both social media and the science of memetics.

The Internet has enabled the formation of "global" relationships by connecting people from different parts of the globe. Therefore, it is essential that the many forms of online slang are understood by everyone. It is also necessary to do so since other languages are rapidly catching up to English on the Internet, due to the rise in Internet usage in non-English speaking nations.

In addition to language differences, the motivations underlying the use of slang tend to vary among cultures. Due to the strict Internet prohibitions in China, for instance, users frequently utilize slang to discuss topics deemed sensitive by the government. Examples include separating the letters of a word with symbols in order to evade detection, resulting in censorship. The use of the term *river crab* o indicate censorship is a prime example. The pronunciation of river crab (hexie) is identical to the official rhetoric employed to legitimize political discipline and censorship. Hence, Chinese netizens satirically re-appropriate the official language.

Internet slang provides a communication channel that both helps and restricts our ability to speak in ways that are fundamentally distinct from previous semiotic contexts. Several conventions and assumptions associated with spoken and written language are no longer valid.

The Internet is perfect for the emergence of new slang due to the richness of the medium and the accessibility of information. In this way, slang is also motivated by the "formation and maintenance of online communities" **(Flamand 2008).**In turn, these communities contribute to solidarity, identity, or an exclusive or shared cause **(Flamand 2008).** Young people and adults should be taught how to manage Internet slang, which is one of the most important things that must occur with Internet slang.

The main reason for using Internet slang is to facilitate communication. According to a University of Tasmania study, whereas Internet slang shortcuts end up saving time for the author, they require twice as much time for the reader to comprehend them. On the other hand, slang on the Internet, like slang in conventional face-to-face speech or written text, is frequently used to indicate group membership (**Crystal 1997)**

Internet slang has expanded beyond the computer-mediated realm into other nonphysical areas. In this context, these domains relate to any area of encounter where interlocutors do not need to be geographically close or where the Internet does not serve as the primary medium. Internet slang is becoming often used in telephony, particularly via short messaging service (SMS) communication. Particularly abbreviations and interjections have gained popularity in this media, maybe due to the limited space for sending text messages on mobile phones. The easiness of translating preexisting mappings among expression and meaning into such a similar realm of interaction may also contribute to this phenomenon.

Codification and the development of digital literacy have furthered the spread of Internet slang. The subsequent existence and increasing popularity of such allusions among both online and offline users has expanded and globalized Internet slang literacy. Knowledge and skill in managing Internet slang across both online as well as offline conversation are indicators of digital literacy, and instructional resources have been designed to promote this understanding. One South Korean publisher, for instance, has published a textbook for young kids who might soon be using the Internet that explains the meaning and context of prominent Internet slang expressions. Likewise, Internet slang has indeed been suggested as language teaching material in foreign language learning schools to increase communicative skills by conveying a portion of the cultural value associated with a language that is only available in slang.

1.4 Slang against Jargon

Jargon and slang are two sorts of specialised linguistic variants. Jargon is terminology associated with a particular activity, trade, group, or event, while slang is the usage of colloquial phrases and

terms which are not considered conventional in the speaker's dialect or language. Jargon is a specialised kind of language which might not be comprehended outside of its intended context. These are terms or expressions unique to a certain profession or activity. It is the language of science, technology, commerce, the arts, etc. Those outside of this discipline will not comprehend the meaning of these terms. Listed below are specific fields and their respective jargons.

Nash (1993) compares slang to jargon's neighbor, whilst also metaphor is its close relative. Jargons are technically sophisticated in their application, whereas slangs can take the form of rousing clichés, eloquent shop-talk, or arresting gobbledygook. Slangs and jargons appear to carry both positive and negative connotations in linguistics. In regard to adverse connotations, jargons are regarded to be snobbish, excluding, deceptive, or otherwise ethically questionable and insulting usage of specialized vocabulary **(Hirst, 2003).** Jargons are utilized to exempt (and even conceal from) strangers due to their incomprehensibility **(Chaika, 1980).** Comparable negative connotations are attached to the use of slang. Slangs, according to the Oxford English Dictionary, are a special vocabulary used by any group of individuals who have a disreputable personality or a language of a low, profane sort

Thus, according to **Chaika (1980),** jargon is only employed in specific contexts and for specific objectives, and they are useful because they enable busy individuals to perform their duties more efficiently. Its application is additionally social because it fosters group cohesion and relieves the monotony of shared effort. There is something in jargon that goes further identifying oneself in cultural circumstances. It is more concerned with the fluency and effectiveness of communication than with linguistic defiance or classification. Similar beneficial functions are attributed to slang. Slangs are generated through sophisticated processes of compounding, affixing, shortening, and functional shift, despite their odd appearance **(Eble, 1996).**

It is sometimes difficult to distinguish between slang and jargon. Jargon frequently employs metaphorical expressions, and certain terms employed in specific jargon types are close to slang. In contrast to metaphor, jargon obscures meaning, and while slang is intended to be humorous, jargon is used in good faith**. Adams (2009)** indicates that the distinction between slang and jargon has not much to do with the structure or quality of expressions, but rather with the social reasons the words serve. In lieu of evaluating them independently as slang and jargon, the purpose of this paper is to examine these two terminologies as just a sort of nonstandard language. **Nash (1993),**

While the previous part provides insight into the utilization of slang and jargon in terms of the material, it is also crucial to understand how slangs and jargons evolve during the design phase. It was discovered that mutations happened inside the design phase through aggregation and

accumulation, as described by **Dong (2007).** Throughout his active analyses of language, Dong finds a restless tendency to develop concepts, which, in order to mature, require both aggregation (collecting and constructing) and accumulation (framing and scaffolding). Aggregation necessitates integrating disparate pieces into a unified whole, whereas accumulation necessitates developing novel modes of representation. Aggregation and accumulation play a similar role to observations of how incoherent words can either interrupt the existing design problem and introduce a new one, or increase the current design problem.

1.5 Causes of Slang Usage

One of the primary indicators of slang usage is generational differentiation. Even though it is commonly associated with the younger generation, slang is utilized by all age groups. **Cooper's (2001)** study discovered that younger generations seem to be more tolerant of slang usage, indicating that older generations use it less frequently in everyday speech. Older generations are more likely to depend more on position on the matter markers than on the use of slang, as indicated by Barbieri's (2008) findings. **Eble (2004)** asserts that adults use slang to "project a youthful image" but the younger generation is responsible for slang usage in American culture, not the older generation.

Throughout history, however, a revolving phase of slang words can be found. Therefore, the significance of a slang term depends on its most recent usage, and not in its older usage **(Eble, 2004).** The rise of a fresh, younger generation introduces a new youth culture and, as a result, a new set of lexemes. Each new young people's generation, ironically, uses slang to differentiate themselves from their parents and the older generation.

According to **Kiesling(2004),** slang has developed in youth culture as a way to protest against the older generation's definition of appropriate behavior. **Eble(2004)** and **Kiesling(2004)** had a discussion that returns to the notion that the progression of cool as an appropriate slang term stemmed from the relaxed demeanor of musicians as well as other people during the 1940s and 1960s. The predominance of young men's utilization of "dude" is a manifestation of the cool comradeship stance of adolescent men's culture. Dude permits men to start sharing close friendships and human connections while preserving homosocial accord. **(Kiesling, 2004).**

1.5.1 Features of Slang

The idea of belonging to a particular group is one of the characteristics of slang that stands out the most. The use of it in this context gives members a path whether to recognize those with whom they have similar passions or exclude people who do not acknowledge the ethnocultural conversations that take place because of the use of slang. Both of these options are available as a result of its use of it. For those who would want to be seen in a light that reflects group belonging, this utilization of language is deemed to be both fashionable and inclusive. For illustration, an adolescent man who enjoys playing high-school football may desire to become a meathead, despite what other skills or team attachment he may be capable of fitting into. Therefore, it is up to his responsibility to embrace the proper terms or slang, that the group employs to differentiate from other people in the group.

While groups use irreverent, facetious, and disobedient slang terms in everyday conversation, they can acquire the low social status **(Moore, 2004)** of transgressive deviance. According to historical data, slang-using groups can be categorized into distinct categories. identify early slang consumer classifications that also include musicians, people living on the margins of society, those who lack personal freedom or power, and individuals who argue with the fundamental ideals of society. As a result of the limitations they perceive being placed upon them, these groups distinguish themselves by employing slang. In this context, slang lets them develop a hidden language, as it were, by excluding those who are unaware. Among the requirements for group membership, according to **Eble (2004),** seems to be the capacity to remain up to date on the slang utilized by other members; failure to do so will result in exclusion from the group or an awkward situation.

Youth are capable of sustaining a sense of belonging in part by adopting an attitude of careless disregard for social norms and comradeship with their age cohorts. According to **Kiesling's (2004)** research on the term "dude," young men typically employ it as a way of solidarity. By alluding to one another in this manner, they imply a certain sense of unity that makes them group members. Historically, the term has been linked to drug users, surfers, and slackers. Moreover, there still is evidence that it is now an appropriate term for those other subcultural groups, as its wide spread use by other members of society demonstrates.

The research conducted by **Eble (2004)** among undergraduate students revealed that the use of slang can be embraced as a social performance in order to focus on the image or images that are invoked by the slang term. The study led to the discovery of sixteen groups that bore slang identifiers. This is also demonstrated by Moore's research on the relationship between slang and

generational shifts, in which he specifically identifies several groups, such as representatives of the beatnik society, and instrumentalists. **Eble (2004))** Not only do these groups appear a certain way to the outside world, but they also communicate a particular image to one another through the use of group slang that is only known to members of the group.

1.5.2 Reflection

People use slang as a means of asserting their individual identities and as a verbal expression of the exuberant social emancipation that it represents. When a person decides to become a member of a certain group, they begin to speak the language, behave in the same manner, and dress in the same way as the other individuals that are part of that group. As a consequence of this, other people are generally able to determine what names or classifications those individuals should be placed in. Sometimes automatic group identification occurs, such as when looking at age differences. If a person has reached an age where they are no longer interested in the music, fashion, or heritage that is prevalent among younger people, then they may be regarded as an outsider from the perspective of younger people. It is not considered taboo within American society for older men to date younger women, regardless of the significant age gap between the two partners, such as 20 years. This is evidenced by the absence of actual slang terms for a person like this.

In addition, younger people in America are more likely to use slang than older adults. In point of fact, the younger generation's use of slang becomes less common as its members' age, unless those individuals are currently active participants in a subculture that makes use of slang like a participation marker. In addition to age, education can be used as a marker of slang usage, as research has shown that higher levels of education are associated with lower levels of slang usage. Slang has made an everlasting commitment to spoken American English by serving as a marker of not only generational differences but also membership in a particular group. Slang, which is primarily passed down through oral history, gives individuals a way to express themselves that may not inevitably be available to them within the context of the conventional lexicon. Genuine subcultural groups put in the effort to differentiate themselves from society at large not only in terms of their outward appearance but also in terms of the ways in which they interact with one another in terms of their communication styles. This form of communication is referred to as slang. As a result of this, it is essential for those of us who are academics and educators to have a deep comprehension of slang as well as the function it serves in the lives of those who use it.

This area of research would focus on the evolution of slang over time. We are all members of essentially the same generation, and as such, we are of the opinion that conducting research that compares and contrasts the slang utilization of our youth with that of today's young people might outcome in findings that exemplify the shift in vocabulary which is found for each generational shift.

1.6 Ways of Learning Slang in the EFL Classroom

Introducing slang inside an EFL classroom is a challenging task. You have a wide variety of curricular alternatives available to you. There are studies regarding five methods for incorporating slang or colloquialisms into the classroom. Text messaging or SMS, classroom conversations or conversations involving native English speakers, reading either from novels, television or movies, and social media are among these approaches. Since 1992, texting has been available. Many send millions of texts per day without even considering how dependent they are on it. Not just the United States employ text messaging, but many other countries use as well. Countries from all around the world use them. You may also download alternative keyboards for your smartphone that provide accessibility to the special characters in whichever language you wish to text in.

Both sides of the debate about whether or not colloquialisms or slang should be taught in ELL and EFL classrooms are argued at length in the numerous research and studies that have been carried out on the subject. The use of text messaging, often known as SMS (short messaging system), and how it affects the literacy development of pupils is one of the topics that has generated the most controversy. **(Belmore and Wray, 1970; Wray and Belmore, 2014)** You will find that almost every kid in a regular educational institution in the USA carries a mobile phone with them at all times. Many pupils begin their education by gaining proficiency in the usage of mobile phones and the skill of self-expression through text messaging at an early age.

According to the research carried out by **Crystal (2009),** more than a trillion sms were transmitted all over the world in the year 2005. Due to the fact that this is the primary mode of communication among students, many of them look for concise ways to convey their thoughts and feelings through text messages; nevertheless, they are restricted in the number of characters they can use. A few examples of abbreviated terms or "slang" that are commonly used in text messaging include "BRB," which stands for "be right back," "LOL," which stands for "laugh out loud," and "BTW," which stands for "by the way." When it comes to expressing yourself through text

messaging in abbreviated words, you have access to potentially hundreds of thousands of various options. Students who are learning English as a second language (ELL) or English as a foreign language (EFL) will have an easier time distinguishing among both slang and academic lexicon if this information is presented to them in the classroom rather than "on the street," where it would be learned by ELL and EFL students.

Students virtually always utilise text messaging in their original languages. Utilizing something that they are already comfortable with can only help to lower the anxiety level and allow for more free participation in the second language. Letting students produce text messages in classroom promotes not just their second language acquisition, but also their first language development. Mastering the art of spelling is a difficult and intricate process that requires linguistic and cognitive awareness rather than memorization by rote. Pupils are encouraged to employ "creative spelling" **(Lu 2016).** The children may sound out words, similar to the young boy who texted for assistance, and utilise vocabulary they have never encountered via text. Also, a vocabulary exchange between classmates will assist kids gain knowledge and develop trust.

According to a study by **Krasimira Charkova (2007),** digital networks is one of the primary reasons why students wish to acquire slang. Students are interested in being allowed to engage in the use of slang on different kinds of social media. A research was conducted **by (Charkova 2007)** with Bulgarian English pupils. She chose slang terms from both the American and British English lexicons. The pupils were able to communicate with their peers in chatrooms more effectively after gaining knowledge and language from the chatroom.

If a student does not understand the meaning of a word in a chatroom, he or she is more inclined to ask a classmate. This person could be in the chatroom, on their social media, or even in person. 79% of the time, as according **Charkova (2007),** pupils would estimate the meaning of a word based on its context. According to study conducted by **Charkova (2007),** the younger the learner, the greater their exposure to and knowledge of slang. The incorporation of social media sites such as Facebook appears to stimulate pupils to learn English in general.

Through bringing language to life, learning English via films compensates for numerous deficiencies in the EFL learning experience. Displaying the entire motion picture has a stronger influence on student retention than showing merely parts of the film. Pupils cannot use context to discern the meaning of new terminology if they are just exposed to little bits or brief chunks of the film as opposed to the entire film. Learners are able to derive meaning from the context of the scenes and apply newly acquired terminology in their regular activities. According to the research of **Seferoglu (2008),** students' speaking skills improved dramatically, although their listening skills remained unchanged. With the learning of or slang, the pupils will gain more from being able to

utilise or speak the terminology. Through the use of vocabulary or pronunciation diaries, students were able to document recently acquired vocabulary and offer themselves reminders to recall these words for everyday use. When learners hear new words, they must record them in their notebooks, along with pronunciation and definition notes.

Several students who are learning English as a second language or English as a foreign language have discovered that their peers communicate with one another through text messages utilising slang because practically every student has a cellphone and texts. A worryingly high percentage of students in schools now use slang. Students are left to fend for themselves when it comes to gaining an understanding of the many diverse forms of English because their teachers at school skirt around the subject of slang. The perspective that teachers bring to slang, as well as whether they think it contributes positively or negatively to the English language, has an impact on the students' perspectives on slang as well (**Senefonte, 2014).** A study that was carried out by **Senefonte (2014)** found that the atmosphere of the classroom has a significant role in determining the manner in which pupils absorb language. **Senefonte (2014**) found that the English curricula in Brazil, where the research was carried out, did not include a significant amount of slang instruction.

1.7 Main Types of Slang

Words and idioms used in an informal context: we use slang in conversation and writing with people we know. You can always find the translation of new slang phrases or abbreviations in a specialised modern lexicon, that is refreshed as soon as a fancy new youth word occurs - it is immediately placed into the database with definitions and usage examples. When used appropriately, slang may assist you in comprehending your peers and prevent awkward conversational situations. In addition, it enables you to comprehend the humour of the heroes in television shows and movies, in addition to the feelings in songs.

In the past two decades, linguistics has aggressively shifted from the study of written messages to the research and evaluation of live conversation. The functional types of language use originate from the fundamental, and the fundamental form is colloquial. The study of spoken language is crucial because spoken language is the sole authentic language and the standard by which all other forms of speech are evaluated. The use of slang in English classrooms is a social style of language used by a very tiny percentage of individuals and whose structure differs from that of the language standard.

According to **Allan and Burridge (2006),** there seem to be seven different functions that slang terms serve, and they are as continues to follow: (1) The use of a slang word to confront this other person in a way that preserves a close relationship between the speakers is what is meant by the term "to address." (2) In order to shame someone or something, speakers have a habit of expressing negative or distasteful feelings towards the target by making fun of them. (3) In order to initiate a relaxed conversation, speakers who have a close relationship with one another have a tendency to use limited vocabulary throughout to help the discussion run more smoothly and to allow themselves to feel more at ease. This is done in order to facilitate a relaxed conversation. (4) Slang may serve as a substitute way to ease the relationship between strangers, making it possible for them to shorten the social distance between them and feel more at ease. This is important for the formation of an intimate atmosphere. (5) When trying to convey an impression, speakers will frequently use slang to reflect their impression, regardless of whether it is a positive or negative impression over something, in order to provide an unambiguous image about the particular feeling that they are attempting to convey. (6) People who have close relationships frequently use slang terms to berate other people rather than using regular words in order to describe their anger, and (7) people who have close relationships typically use formal language when conversing with strangers and yet favour to use slang with best friend to indicate the intimacy as well as unity of their relationship.

Regarding the various categories of slang terms, **Allan and Burridge (2006**) classify them as falling into one of the following five categories:

Fresh and Creative

This category indicates also that slang term uses a different set of words to describe something when it is being used in a more informal context. There is a good chance that several terms which have become popular in our subconscious are actually slang words that we are unfamiliar with. According **to Allan and Burridge (2006),** slang words have been around since the eighteenth century, which is the reason why these words are recognisable in our minds. Another possible explanation for why these words are recognisable to us is that they were used a long time ago. For instance, a woman, particularly an older woman, can be referred to as a "mom" when speaking of themselves.

Slang languages are capable of being updated with new words and include new vocabulary in addition to brilliance, colloquial diversity, and imagination. There are probably several words that are already familiar to you, perhaps even slang words, yet we do not interpret this to be the case. **According to Allan and Burridge**, the specific reason for such scenario is that slang terms appeared a long time ago because slang words had already emerged by the 18th century. This

could be the specific reason for such a situation. Daddy is an example of some fresh and creative slang. It is a term for a man, particularly an older man, and it is used to refer to the individual in question.

Flippant

One such form indicates that now the slang is composed of two or more terms, each of which does not allude to the connotation of the other terms. The phrase "break a leg" literally means "good luck," but it also has another meaning. Theatrical superstition considers the prospect of having a successful performance to be an alluring destiny. The slang term originates from folk etymology, which explains why it is used in the sense of John Wilkes Booth, who was responsible for the assassination of President Abraham Lincoln. The target was injured when the assassin leaped onto the stage. On the other hand, its use was first documented in the 1930s, and it is generally accepted that it has its roots in English. It did not become widely used in either the United Kingdom or the United States until 1973.

Immitative, Acronym, Clipping

Imitative refers to a situation in which a slang word is derived from a word in Standard English; the use of Standard English words in a different meaning; or the combination of two different words. The term in question is "going to." This is the colloquialism word that was formed by combining the phrase "going to" with other words.

An acronym is either the consequence of the word created from the initial letter of every word in a term or it is created by initials from the a collection of phrases or syllables and afterwards pronounced as a new word. Acronyms can also be made by pronouncing a group of initials as a new word. The NATO is a good example because its acronym stands for "North Atlantic Treaty Organization."

A slang word is said to be part of the clipping type when it is created by omitting certain components of a longer word in order to create a shorter form with the same meaning. One example of this is the word "till," which comes from the phrase "until." The words that are most frequently used can be condensed into a more concise form. In addition, the clipping form should never be used in a conversation that is meant to be taken seriously.

1.8 Ways of Motivating Slang Learning

Applications of the material in a practical setting within the schoolroom are also appropriate. Because we are teaching English to students who do not speak it as their first language, it is essential that the vocabulary we use in the classroom is current and genuine. The students should

easily be able to comprehend our lexicon. This is of the utmost importance. If we are going for authenticity, we can't use scripted language because that's not how regular, conversational English happens in the real world. Scripted language doesn't sound natural. They need to have contact with people who speak the language in the real world. This is because our pupils will be confronted with several linguistic obstacles as they explore the community. In light of this, the use of slang as a teaching tool is required because its application is so widespread within American English. However, in order to successfully teach slang, we must be both delicate as well as explicitly conscious about just how humans implement slang into to the learning environment. This is because the use of slang outside of its context is more likely to confuse our students than to teach them anything of value.

This teaching concept is applicable across the board in terms of English language acquisition; however, given our current emphasis on the application of slang, our primary concern is with whether or not, when, and how slang should be taught in EFL classrooms. Due to the fact one of our members of the group is not a native English speaker and that has struggled once confronting slang in the schoolroom in addition to normal, every day existence, our consensus to this conundrum closely follows the authentic teaching approach that was previously mentioned. Because slang is such an active component of our everyday culture, ignoring the fact that it exists in the classroom creates a barrier to comprehension for our students. It is important to approach the problem of students using slang in the schoolroom with caution because it is a sensitive situation. It is essential that we provide clarification as to the meaning and spelling of the slang term, otherwise there is little value in displaying it in the schoolroom. Genuine use of slang would involve the educator applying it to their vocabulary, but it is also essential that we offer a clarification as to how it is pronounced. As a result, it is incumbent upon us, as educators, to have a keen awareness of our vocabulary and to display it in a manner that is genuine. Despite this, we must also accompany each genuine use slang with a clarification to help students better understand it.

There are, without a doubt, some key distinctions to be made between the teaching of "regular" vocabulary and that of slang. The fact that the majority of the words are low-frequency makes a difference when compiling word lists. It has a shelf life; certain words become archaic very quickly, and it is inextricably bound up with culture, most especially popular culture. And you're more likely to encounter it in casual conversation and listening than you are in reading or writing.

On the other hand, there are some parallels to language that is considered more standard, which also evolves over time. For instance, as a result of societal shifts, the jobs that we now refer

to as flight attendants were formerly known as stewardesses. Because of technological advancements, we now refer to commonly used items by different names, such as a landline instead of what we previously referred to as the phone. As is the case with slang, the manner in we utilize the words and the context in which we use them are both important. For example, we do not litter our daily conversation with increased TOEFL words because doing so might make us appear pretentious.

You might choose to focus on a well-known tv series, motion picture, or music that was requested by the students. Another option is for them to bring in phrases and words that they have heard before but do not completely comprehend or understand how to utilize. Recommend to your students that they watch movies with the subtitles on, as well as request them to provide an utterance or background to ensure that you understand the topic they are communicating regarding. This will help them overcome the most difficult challenge that they face, which is beginning to figure out the correct way to spell a word as quickly as they come to them. Students are interested in learning slang from the very first place because authentic materials, despite the fact that they may be more challenging and contain fewer slang terms than an exercise that you have created, are indeed the purpose students would like to learn slang. Teachers should recommend animated movies and television programs because, in comparison to live-action sitcoms, they have a greater tendency to include a greater number of visual information, audio, overstated facial gestures, and physical comedy.

When it comes to setting expectations for a teacher, students are frequently at a loss, according to the research of **Wolfee and Kelly (2011**). This lack of knowledge can lead to feelings of anxiety as well as other detrimental effects. On the other hand, the educator has the ability to take actions that both go against these expectations and improve their ability to instruct **(Wolffe & Kelly, 2011).** Positive slang can be used as an instrument to dissolve walls in the classroom, which is important given that language can frequently act as a barrier between the teacher and the student **(Giles & Williams 1992** When a teenager has a secret language that they only use with their other classmates, they have a greater tendency to form a close bond with the other students who also use this code. A student and their teacher frequently do not have the kind of bond that is inherent to their relationship. When a teacher walks into a classroom for the first time and immediately starts using words like "sweet" and "awesome," students immediately recognise that there is something unique about this lesson **(Mazer & Hunt, 2008b).** Unless pupils do not observe a significant age difference between them and the teacher, then it is possible that the student's expectations were already violated from the moment that they walked into the classroom. Because of this, the student would be forced to make an immediate adjustment to their expectations. To put

it another way, students might find it easier to connect with a younger instructor right off the bat. Because of this, there may be less of a demand for a lingual obsticle **(Black & Kaplan, 1997).**

According to the findings of studies conducted on the topic of teacher immediacy, this factor is linked to increased clarification and an improvement to the environment of the classroom **(Chesebro & McCroskey, 2001).** In point of fact, many academics consider the study of immediacy to be one of the most important subfields of research in the fields of communication and education **(Chesebro & McCroskey, 1998, 2000, 2001).** For the purposes of this investigation, the term "immediacy" will be understood to refer to the level of sense of mental or physical closeness that exists between instructors and pupils **(Andersen, 1979; Mehrabian, 1969).** The teacher can give the impression that they are more engaged in the lesson by having to move all around classroom and making use of the different areas that they have available to teach in. This is in contrast to the traditional model of the lecture hall, in which the instructor maintains a physical distance from their class and frequently stands behind the same podium or computer, which prevents them from actively engaging with their pupils.

Immediacy in teaching allows for a closer connection between the pupil and the teacher, which is just one of its many advantages **(Gorham, 1988).** Even though the rule has not been explicitly stated, the students are aware that they're expected to participate whenever the teacher is in close proximity to them. This gives the teacher the ability to control the rhythm of their classroom, which in turn allows them to maximise the students' capacity for learning. Slang, on the other hand, introduces an additional variable into the equation, which makes determining the result somewhat more difficult **(Mazer & Hunt, 2008).** The possibility exists that a student will start to feel as though they are too close to a teacher as a result of the immediacy of the relationship between the two **(Kelley & Gorham, 1988).** Passivity or pupils attempting to make use of the connection they have had with their teacher could arise if an instructor is also too instant with a specific student or group of students. When an instructor is too instant with students, they are more likely to succeed in their endeavours. In a similar vein, the use of slang provides both the students and the teacher with the opportunity to advance the development of their relationship. When people use the same lingual code as one another, it can make it difficult for students to switch between codes while they are in the class environment **(Alfonzetti, 1998).**

The ability of a teacher to convey the material covered in a class in a manner that is simple for students to grasp and easy for them to remember is referred to as "instructor clarity" **(Simonds, 1995).** Clarification may not have been achieved if a signal is just not obtained by the students or if the data is just not maintained after they've been dismissed from the classroom. There are varying degrees of comprehension dependent on the extent to which the students are able to recall the

information that was discussed **(Simonds, 1997).** Affirmation will not play a large role in this study because it will be conducted with pupils watching a video rather than going to sit inside an actual classroom so they can communicate with the instructor. As a result, the lesson's script will not include very many positive statements. As a direct consequence of this, the slang is most commonly utilised by the educator all throughout the method of trying to communicate the fundamental concepts to their students. Even though the students may have a stronger sense of connection to their instructors, this does not necessarily mean that communication is improved. **(Mazer & Hunt, 2008)**

The students and the teacher collaborate throughout the length of the lesson to create an atmosphere that is referred to as the classroom climate **(Gokcora, 1989).** The context in which a message is being sent and obtained can have a significant bearing on how that message is interpreted. As a result, a lot of time and effort has been invested, both by researchers and by teachers, in creating an appreciation for the dynamics of school environment. Because of the many factors that go into creating a class's atmosphere, no two classes will ever have the same climate. Some of these factors include the time of day, the total number of students, and the instructors' and students' individual personalities **(McBride & Wahl, 2005).** Existing relationships between students can both ease and exacerbate tension in a group setting. The enthusiasm that students bring to classroom discussions can have an impact on how frequently other students participate in those discussions. The extent to which a facilitated use of technology is utilised is one contemporary component that goes into the construction of the atmosphere of a classroom. In an effort to improve their students' overall educational experience, some teachers let their students keep their laptops and even their cell phones out at all times. On the opposite hand, some instructors strictly forbid the use of these gadgets and even threaten students with disciplinary action if they are caught with them.

The credibility of a teacher can be broken down into three categories: expertise, character, and caring for their students **(McCroskey, 1994).** Simply put, competence refers to the amount of knowledge an instructor possesses as well as their ability to effectively communicate that knowledge to their class. The recipient forms an opinion about the sender's credibility based on their assessment of the sender's character. Compassionate instructors are seen as worried and sensitive individuals who have their students' greatest interests in mind **(McCroskey & Teven, 1999).** When brought together in this way, these three aspects constitute a teacher's credibility in its entirety. In contrast to the other factors that have been discussed up to this point, the use of any variation of slang can put a student's perception of an instructor's level of professionalism in jeopardy **(Fein, 2011).** If a student believes that the language that the teacher is using is not

appropriate for the setting of the classroom, then it is possible that the student's impression of the instructor will change. Positive slang is planned to create a positive friendship with students by providing them with a professional rate of affirmation; however, it is not guaranteed that this strategy will work with each and every one of them.

When it comes to a person's personality, slang can be like a double-edged sword. Even though the students might prefer the mode of dialect because it is simpler and more straightforward to comprehend, it might also be considered more infantile or immature **(Fein, 2011).** When talking about the credibility of the teacher, the second option could be seen as a potentially dangerous force. The researcher, on the other hand, is of the opinion that using positive slang will circumvent any potential disadvantages. When used appropriately, positive slang can help maintain the credibility that comes with being the student's instructor while also enhancing credibility by making one's presentation more approachable. A teacher who uses pejorative slang runs the risk of alienating their students and, more broadly, severely undermining their credibility.

1.9 Conclusion

In conclusion, slang is an informal form of language that is used among close friends and social groups, and it can include specific words, idioms, and longer statements. Slang is often picked up from societal subcultures and is commonly used by young people. In the EFL (English as a Foreign Language) classroom, slang can be encountered by students in various forms, including in classroom interactions and in authentic sources such as movies, songs, and social media. Teaching slang systematically in the classroom can help students improve their listening and speaking skills and better understand informal English used in real-life situations. Encouraging students to keep a "slang journal" or incorporate slang in their vocabulary journals can also be beneficial. The overall goal of teaching slang is to motivate students and prepare them for communication in native-speaking environments where slang is commonly used.

Both jargon and slang can have positive and negative connotations. Jargon can be viewed as exclusive, snobbish, or deceptive, while slang can be seen as disreputable or profane. However, both jargon and slang serve important social functions. Jargon helps to facilitate communication within specific professional or social groups, promotes group cohesion, and enhances efficiency in specialized contexts. Slang, on the other hand, fosters group identity, reflects cultural trends and allows for creative expression and playfulness in communication.

Slang usage is influenced by several factors, including generational differentiation, youth culture, protest against older generations, and the desire for group belonging. Slang is often

associated with younger generations, who tend to be more tolerant of its usage compared to older generations. Older generations may rely more on traditional language markers and use less slang in their everyday speech. However, throughout history, slang words have evolved and changed with each new generation, as younger generations use slang to differentiate themselves from their parents and older generations.

PART 2
SLANG USAGE HABITS OF TRANSCARPATHIAN PEOPLE

The following section of this thesis provides an overview of the research that was conducted with the goal of determining the significance of slang expressions. The primary objective of this study is to determine the level of significance that individuals place on the employment of slang. It was extremely essential to create a questionnaire that was based on text message slang and contained a wide range of kinds of questions, just to ensure that every one of the participants could end up sharing their perspectives.

The vast majority of students in Transcarpathia already possess a working knowledge of two tongues before beginning their education in English, this has always been a challenge in that region. It can be very challenging for children to learn three languages all at once, but thanks to the globalization of the English language, it has become easier for them to do so through the use of social media, the internet, movies, songs, memes, and video games.

Due to the war in Ukraine, it was a challenge to deliver the questionnaires to all of the participants. As a result, each questionnaire was conducted with the assistance of Google Forms, and the questionnaires themselves were distributed via E-mail and social media.

2.1 Aim of the Research

The purpose of the conducted research was to highlight the importance of slang in language learning and to collect information on the personal experience of the participants. The primary questions that guided this research were: How important is slang while learning a new language? What are the main sources of usage?

2.2 Participants

The data were collected strictly from people who were born and raised in Transcarpathia and have developed a decent English knowledge at different Colleges or Universities. The data were collected from both Hungarian and Ukrainian individuals and most of the participants were bilingual due to their origin or the current location. The gender of the participants is anonymous. All of the participants were EFL learners who managed to develop a high knowledge of the English language. The levels of their experience vary as follows: fourteen of them have achieved the level of English knowledge of B2 (Intermediate), ten of the participants have achieved the level of C1

(advanced) and two of the participants have achieved the English language knowledge of C2 (bilingual level). The level of their knowledge is according to the Educational level that they have received and the online tests they have passed.

The number of participants is pretty high, so it was impossible to find participants with the same level of knowledge that is why the research conducted serves as a great example that slang is not used by native speakers only, it has become so widespread that it is almost inevitable to face it while using the Internet.

2.3 Procedure

The research conducted investigated the impact of both spoken and written slang on the English Foreign Learners' learning process. It took place in February 2023 in different villages, and cities around the globe. As previously stated, each participant completed the questionnaire via the Internet, and each question was designed for this specific purpose. 26 participants took place in the research. All of the questionnaires were filled out by learners of Transcarpathian origin with different levels of English knowledge. The data collection and distribution of the questionnaires to the selected learners required 4 weeks. The data were gathered, analyzed, and recorded by the researcher.

2.4 Results and Discussions

Question 1

Question number one was an open-ended question that required a full answer from the participants in order to find out some thoughts on the essence of slang itself. Despite the fact that it was an open-ended question, more than sixty percent of the participants referred to slang as a language form used by the youth.

Five of the participants referred to slang as a method to express ourselves in a way that saves time for both the listener and the speaker. According to them, the main idea of slang is to keep the conversation interesting but still informal.

Five of the participants answered question number one as slang is the shortened form of the words, its main task is to make written communication easier, however, it makes spoken communication much more complicated.

One of the participants referred to slang as a communication means that connects people in a humorous way. According to this participant, slang is one of the main resources of the internet,

which has caused a globalized will for learning English and be able to communicate with people from all around the world.

Question 2

Graphical representation of participants' answers in Question 2

Incidence rate for Question Number 2

■ Yes   ■ No
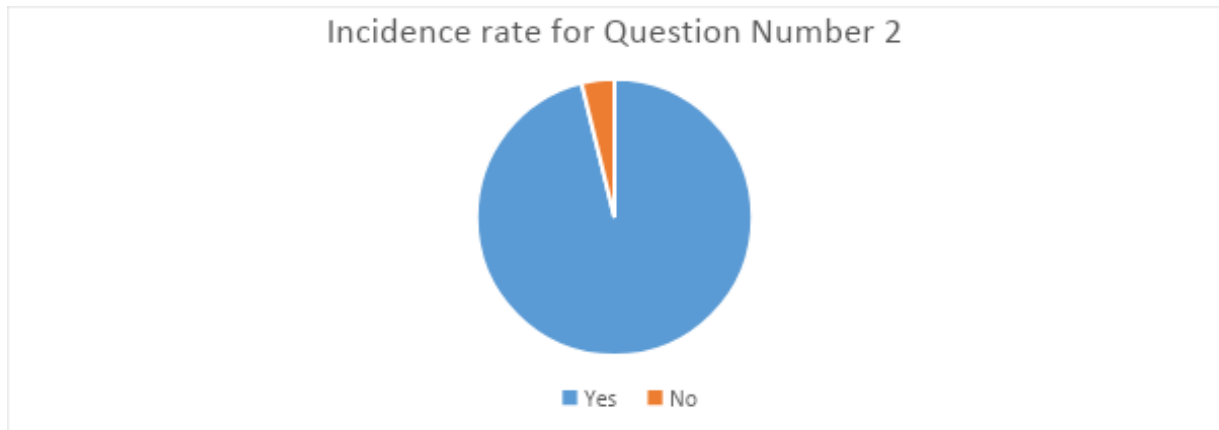
As can be seen in the preceding chart, the second question was a multiple-choice question, requiring participants to select an option between a positive and a negative answer for the question regarding whether they do or do not use text messages during their everyday lives.

The first choice was the positive response to find out how many of the participants are influenced by the slang itself during their written communication. Twenty-five of the participants answered yes to question number two.

The second option was a negative response which has only been selected by one individual out of all the participants.

Question 3

Figure 2.4.2

Graphical representation of participants' answers in Question 3

Incidence rate for Question Number 3

■ I text my friends and relatives   ■ I text because of my job
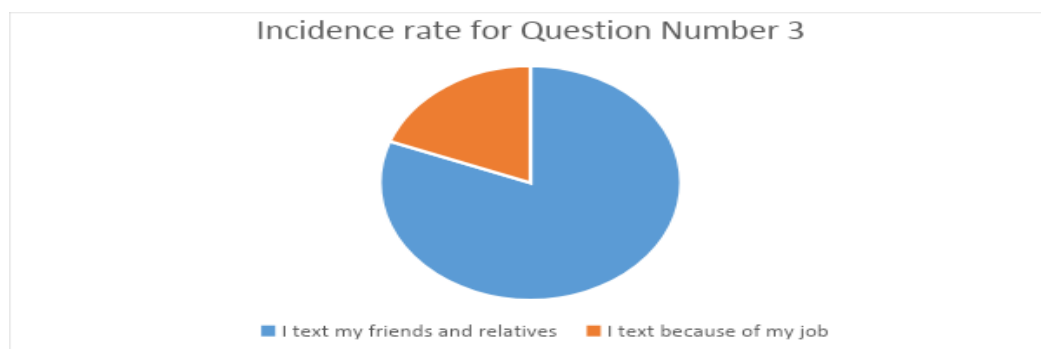
Question number three was about the purpose of the participants when it comes to text messages. The aim was to find out how often the participant interact through written communication.

Option number one was "**I text my friends and relatives".** The truth is that people who use text messages for communication purposes with their friends and relatives tend to face slang more often. This option was picked by twenty-one of the participants.

The second option was that the participants texting routine comes from job-related purposes. In these cases, people tend to face less informal slang terms but during writing emails, lots of forms of abbreviations could be used such as *"ASAP, GM, LAPD, SBU"*. This option was picked by five of the participants.

Question 4

Figure 2.4.3

Graphical representation of participants' answers in Question 4
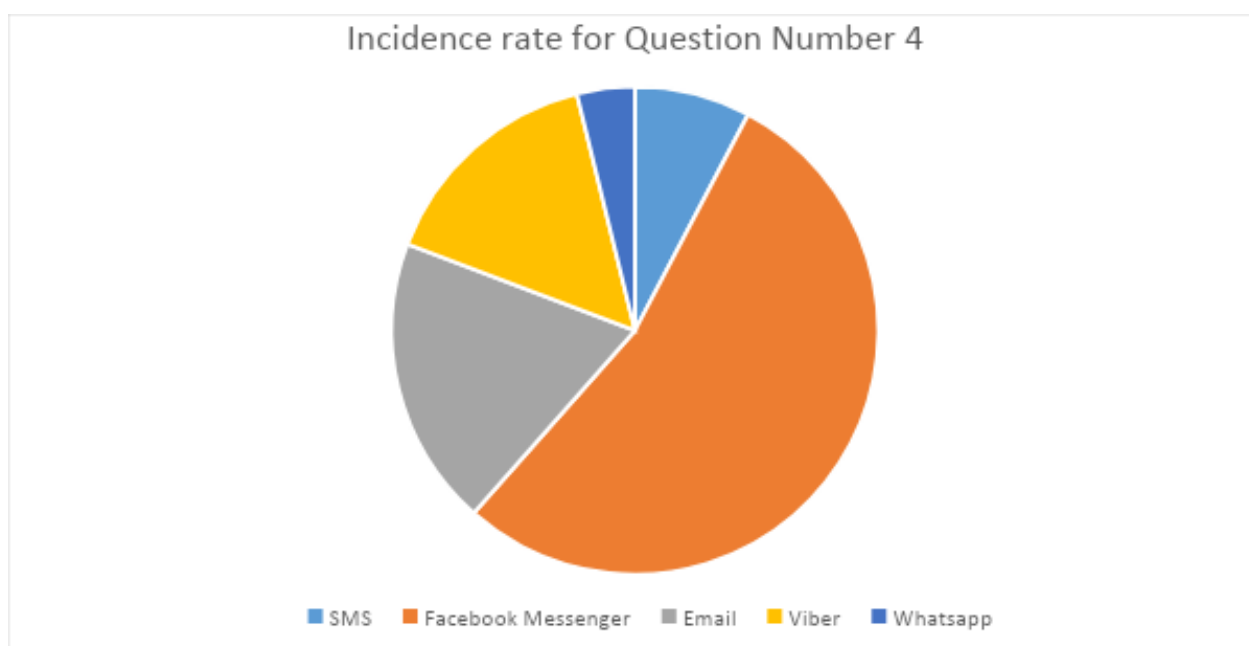
Question number four was going to collect data on the participants' texting habits, and which platform is the most popular amongst the Transcarpathian people when it comes to communication through text messages.

The first option was **"SMS",** this platform is an abbreviated term that stands for "Short Message Service". For a long time, this platform was paid so it has never become popular in the territory of Ukraine. Only two of the participants have picked this option, both of them are currently in Canada.

The second option was **Facebook Messenger**, this is one of the most widespread options all over the world. Due to its user-friendly interface, it is truly easy to communicate and share information through this platform. The vast majority of the participants, fourteen individuals picked this option as their primary texting platform.

The third option was **"E-mail",** the name of the platform is also an abbreviated term that stands for **"Electronic mail".** This platform is the most official among all of the mentioned ones. The number of participants in this option and the number of participants who chose to text for job-related purposes is the exact same amount.

The fourth option was **"Viber"**. Viber is a phone number-related text message communicational service providing platform. This option was chosen by four individuals.

The fifth option was **"Whatsapp".** This platform similar to **"Viber"** is also a number-related platform. It is mostly popular in North America, but in the past few years has also become popular in the territory of Ukraine. This option however was only picked by one individual.

Question 5

<p align="right">**Figure 2.4.4**</p>

<p align="center">**Graphical representation of participants' answers in Question 5**</p>
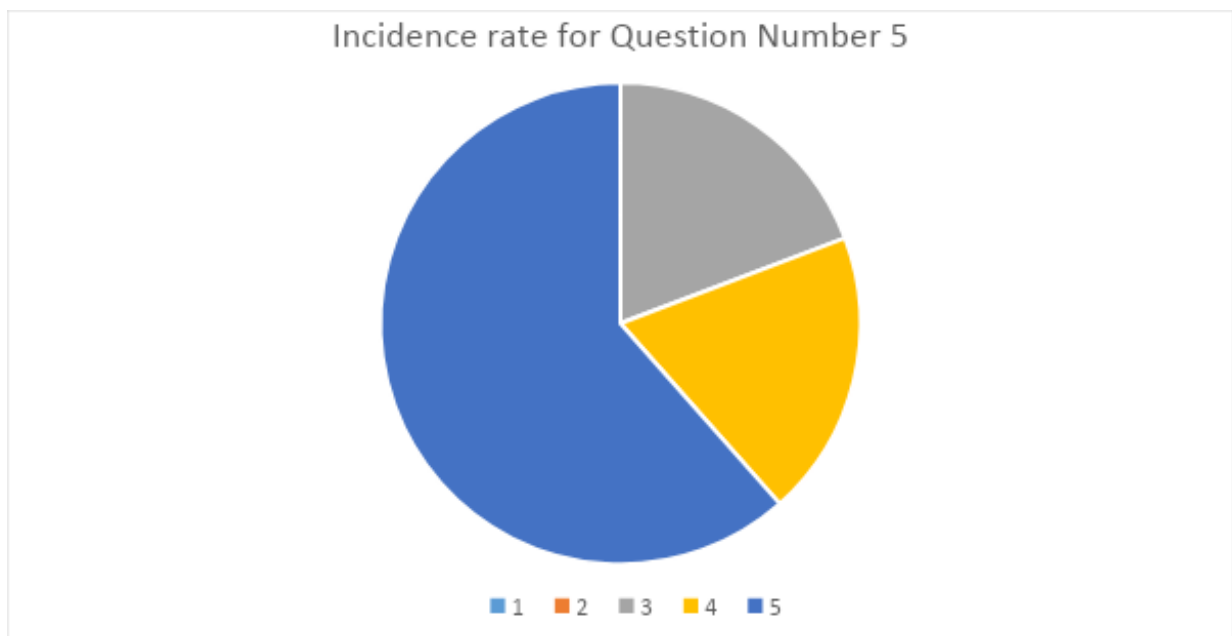
Question number five was a *ranking method*. The participants had to show if they agree or disagree with a statement. The statement was *"Slang is one of the most important factors when it comes to language comprehending?* Number one meant **"Totally disagree"** and number five meant **"Completely Agree".**

The was not even one participant who would partially or completely disagree with the statement so the first and the second answers are not included in the analysis process.

The third option was picked by five of the participants, which displays that they wanted to stay neutral, they do not agree nor disagree with the statement.

The fourth option meant rather agree with the statement cited above, this option was chosen by 5 of the participants.

Option number five was chosen by sixteen of the participants which displays that these individuals agreed on the fact that complete language comprehension requires slang terms to be studied and memorized.

Question 6

Figure 2.4.5

Graphical representation of participants' answers in Question 6
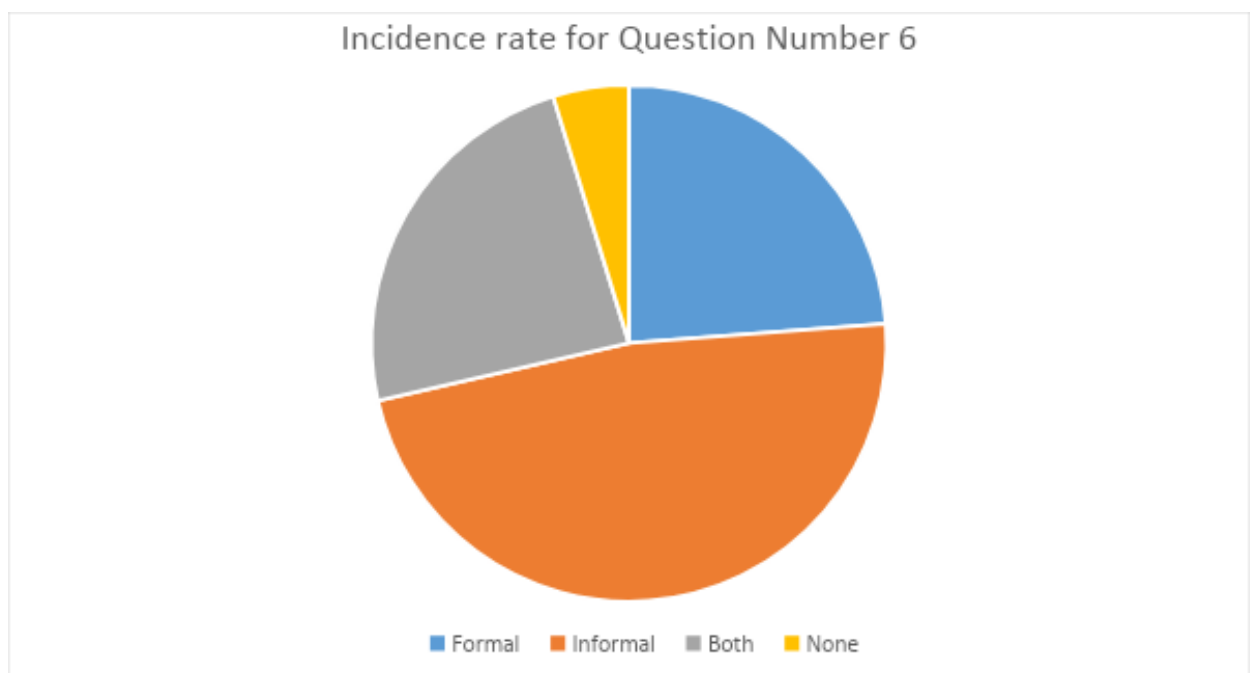
This question was aimed to find out the participants written communication style that they apply mostly on a daily basis.

Option number one was the **"formal"** which means that the five participants use this style during their day.

Option number two was **"informal"** which means that the participants who chose this option mostly use an informal style with shortenings during their days. This style is mostly time-efficient for the writer but in case the reader is not used to this type of communication it only

consumes more time for him to read and comprehend or one might refer to it as "decoding" the given information.

The third option that was chosen was **"both"** which means that participants use evenly formal and informal communication styles during their days. This option was picked by five of the participants.

The last option was chosen by only one person, who answered the second question of the questionnaire with a **"no",** where the question was *"Do you communicate through text messages?"*. This means that this person does not use written communication during their days.

Question 7

Figure 2.4.6

Graphical representation of participants' answers in Question 7
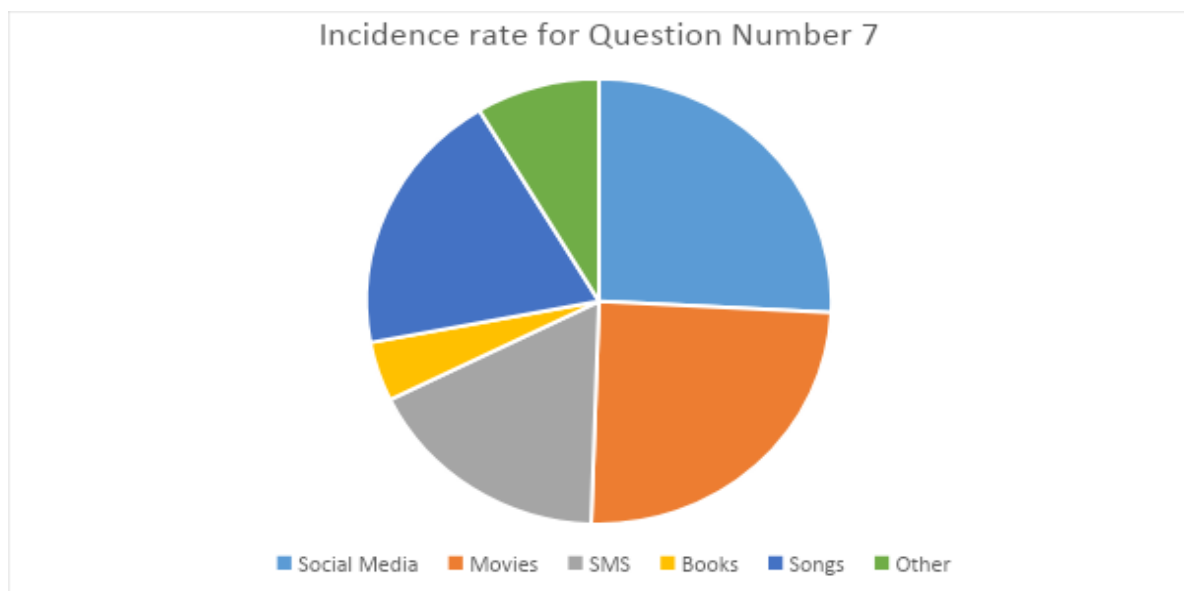
Question number seven was *"Where can you face slang the most frequently?"*. The answers here are different, because it was a multiple-answer question, which means in this case the research had a higher number of participants in for every answer than in the previous questions. The data got analyzed and the answers are going to be displayed as the amount of picks one by one.

Option number one was **"Social media"** This means that participants who chose this option stated that this platform is one of the most frequent places where slang can be faced. Twenty-four of the participants picked answer number one.

Answer number two was **"movies".** This entertaining mean was chosen as high as the previous one, twenty-four times. The participants agree on the fact that movies are highly filled with slang terms and expressions.

Answer number three was **"SMS".** This written communication service was picked sixteen times, which gives us a great image of the participants' thoughts and habits on the usage of slang. The participants mostly face their mother-tongue-based slang expressions during their everyday lives.

The fourth option was **"Books"** which was the least famous among the participants, it has got picked only four times.

The fifth answer was **"songs",** eighteen of the participants chose this option, meaning that these individuals assume and suggest that slang terms and expressions affected a pop cultural side of our entertainment means.

The sixth option was **"other",** eight of the participant voted for it, everyone without any other alternatives suggesting that there is one more surface where slang might be faced on a daily basis which is non-other than the **"meme".** Memes are images with a text added on top, usually filled with humorous, nice, friendly, or sometimes racist meanings, these humorous pieces of art are the things that many scholars refer to as the main connectors of the world. In some cases these images are even being sold for ridiculously high amounts of money, which only strengthens the statement, that slang is an essential part of the English language.

Question 8

Figure 2.4.7

Graphical representation of participants' answers in Question 8

The seventh question was, *"What are the best ways of learning slang?"*. Due to the fact that it was a multiple-choice question, a greater number of participants were choosing different answers at the same time.

The first option was **"Communication with native speakers".** According to twenty-four of the participants, this is one of the best ways to learn slang expressions and terms. This happened mostly because English Foreign Learners tend to believe that the more English language-based environment one lives, the more frequently one will use the language which might mean that learning a language to the furthest level could be easier for those people.

The second option was **"Watching movies".** Twenty-four of the participants chose simultaneously this option with the previous one. This means that watching movies without subtitles might be complicated for one, but using subtitles might actually help to memorize slang terms and expressions.

The third answer was **"Reading news".** Twelve of our participants suggest that reading news might actually help in the process of learning English slang terms.

The fourth option was **"Listening to songs".** The number of participants who chose this option is eighteen. These individuals suggest that listening to songs might help us in the process of memorizing slang.

The fifth option was **"other".** This option was suggested by eight individuals and most of them had the same idea behind it, which was **"watching videos".** The suggestions only differ in the length of the videos and the platforms they can be found on. The longer videos are listed on **"Twitch"** or **"Youtube",** the shorted ones according to the participants are listed on **"Instagram"** and **"TikTok".**

Question 9

Question number one was an open-ended question that required a full answer from the participants in order to find out some thoughts on their motivation for their dedication to learning slang. Most of the participants who answered this question used a very easy utterance structure and they were emphasizing their high interest in the English language itself.

Other than that there was only one more thought stated by the participants with different language and sentence structures but with the same idea behind it. These individuals said that they keep learning English due to their true desire towards the ability to communicate with native speakers in an English language-based environment.

Two of the participants also added that after moving outside Ukraine to a country that places the English language as its first national language it has been very interesting for them that

most of the assumptions they had back in their hometowns about native speakers turned out to be true and this is the same reason that drives them even today towards mastering the English language itself.

Question 10

Figure 2.4.8

Graphical representation of participants' answers in Question 10

Incidence rate for Question Number 10
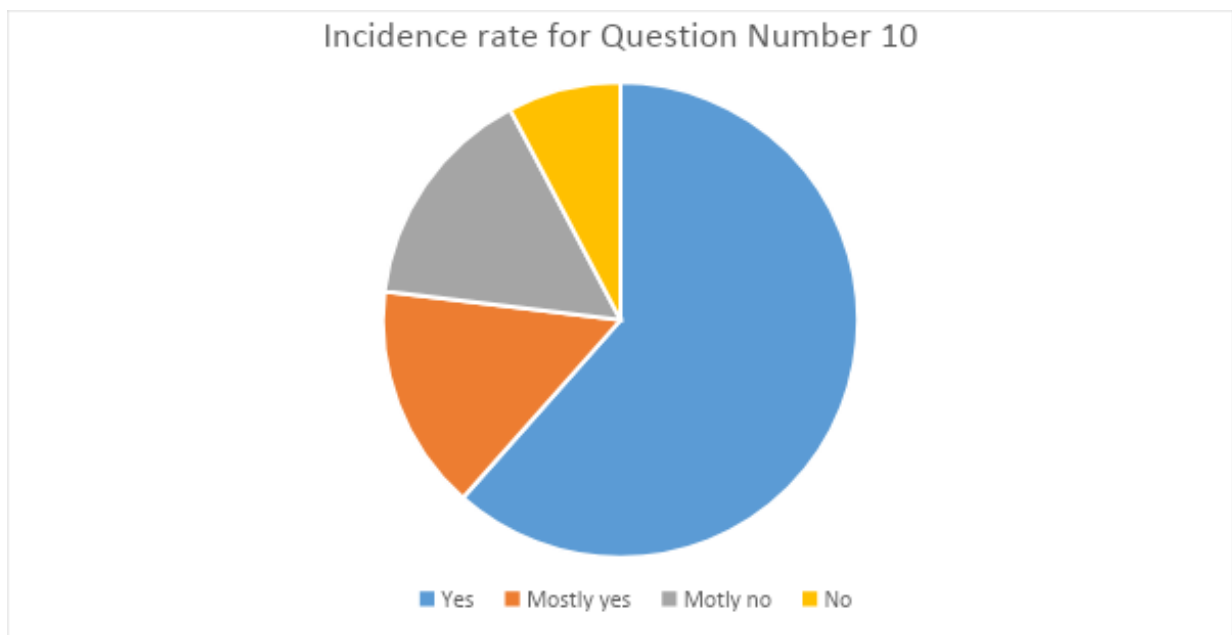
Question number displays the participants' thoughts on the formal style of the English slang terms, the abbreviation. The individuals had four options out of which they could only choose one.

Answer number one was **"Yes"** it displays that sixteen of the participants prefer abbreviations over the long, standardized version of certain organizations, places, names, and buildings as well. Due to the human eager nature, shortening and making things quicker to write down, pronounce or even memorize tends to be a more popular choice among both young and older people as well. Some of those long and sometimes stated as *"boring"* long standard names abbreviations got standardized even on a juridical level.

Answer number two was **"Mostly yes".** Four more individuals join the first group choosing abbreviations over the long standardized names.

Option number three was **"Mostly no"** and number four was **"No".** Altogether six participants, four of them partially and two of them always the long and standardized names over the shorter, quicker names, the so-called abbreviations.

Question 11

Figure 2.4.9

Graphical representation of participants' answers in Question 11
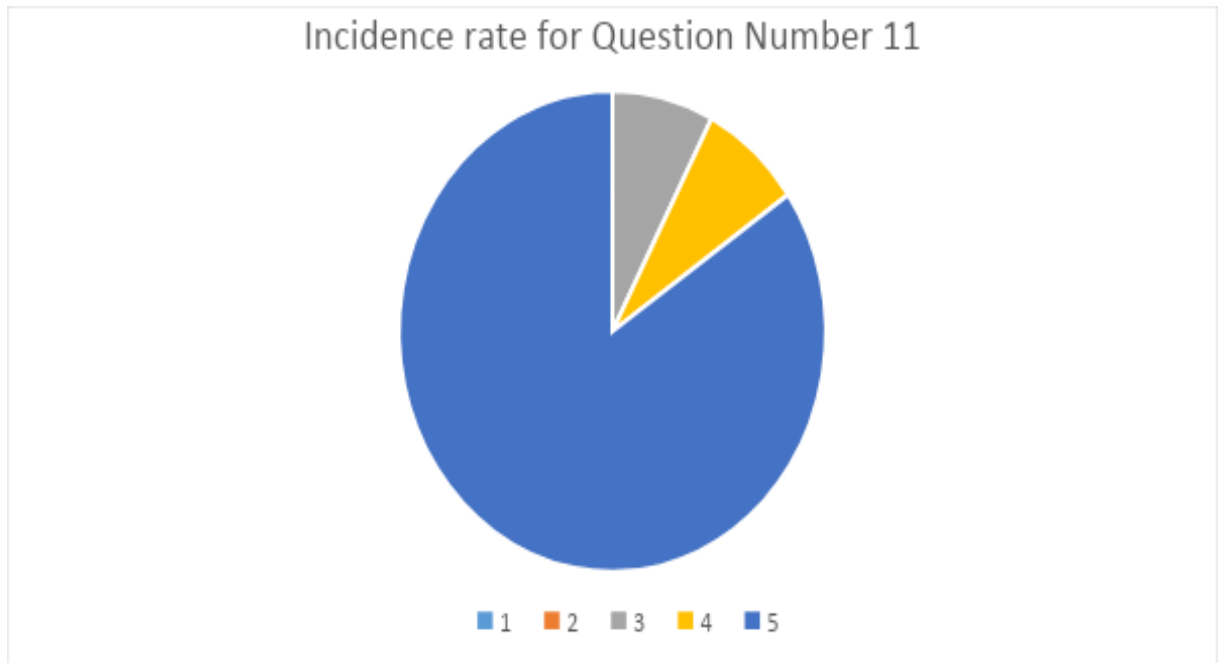
Question number eleven was conducted with a method called the *ranking method*. The participants had to show if they agree or disagree with a statement, which follows as *"Slang is an important part of the language?* The number one meant **"Not important at all"** and number five meant **"Very important".**

Option number one and number two got zero picks which means the was not even one individual who would completely or partially disagree on the importance of slang as a language part.

Answer number three was **"neutral",** which meant they could not agree or disagree on the statement. It was picked by two individuals.

The fourth option was **"rather important",** it was picked very similar to the previous option by two participants, this option meant that the participants rather agree on the importance of slang in a language learning environment.

The fifth option was **"very important"** it stands for complete agreement with the statement mentioned above. The number of participants who chose this option was twenty-two, which is not surprising in comparison with the questions analyzed prior to the number eleven.

Question 12

Figure 2.4.10

Graphical representation of participants' answers in Question 12

Incidence rate for Question Number 12

■ 1 ■ 2 ■ 3 ■ 4 ■ 5
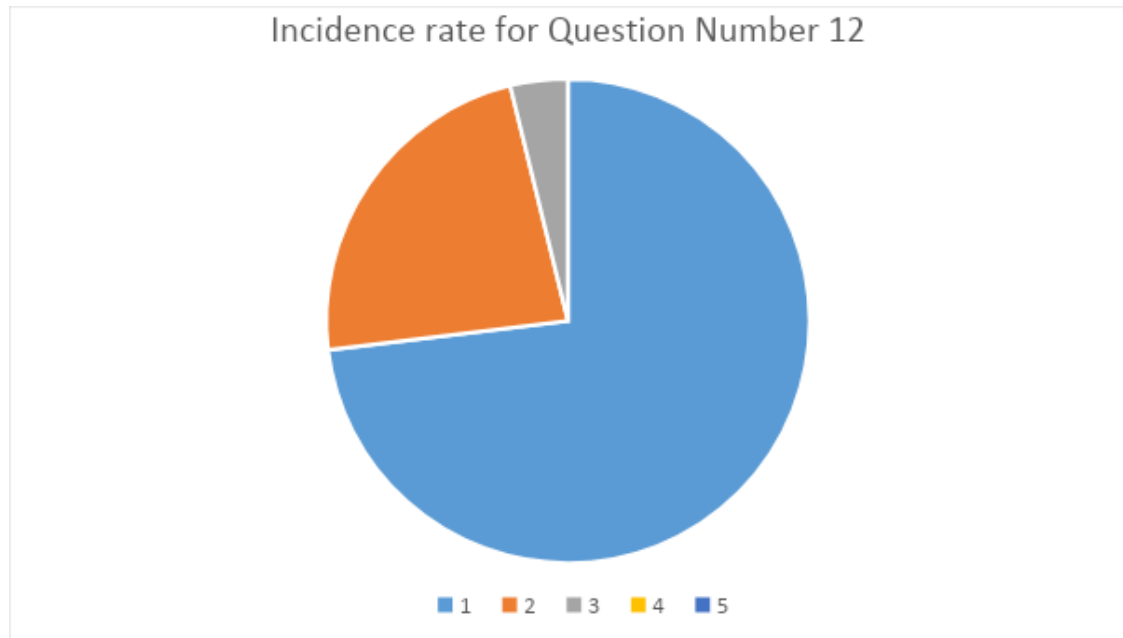
Question number twelve was a ranking method, where the participants had to show their level of agreement on a statement which was as follows *"Slang can be omitted during the process of learning new languages"*. Option number one was **"Not true"** and number five was **"True".**

The first option was picked by nineteen of the participants which might be a rather not surprising outcome after taking a glimpse at the questions analysed prior to number twelve.

The second option was chosen by six of the participants, which means that they rather disagree with the statement that suggests the omission of slang during the learning process of a new language.

Answer number three was the option that suggest that the participants did not want or could not choose between the agreement or disagreement on the statement. Only one individual chose this option.

Answer option number four and five were not chosen by any of the participants during the collection of data.

Question 13

Figure 2.4.11

Graphical representation of participants' answers in Question 13
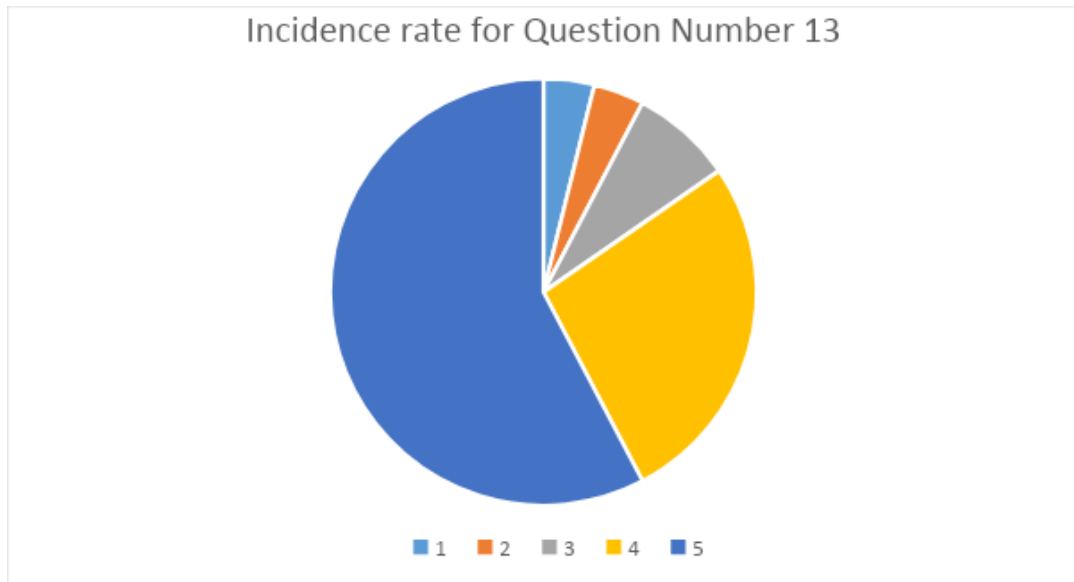
The given question under the number thirteen was about the possibility of facing slang while communicating with a native speaker either orally or in a written form. The statement sounded as follows **"Facing slang while communicating with native speakers is inevitable".** The participants had to numberize the answers between one and five where one meant "**Completely disagree**" and five meant **"Completely agree".**

Option number one and two which suggested that facing slang while communicating with native speakers is not the case was altogether picked by two individuals.

Option number three was the **"neutral"** answer possibility. All the various answer options suggest a agreement or disagreement, meanwhile, this option is mostly the path between the two. Three of the participant chose to mark this as their answer to the question.

Option number four was **"Partially agree"** and option number five was **"Completely agree"** Both the answer possibilities display that the individuals who marked it as their answer for the question suggest that facing slang terms or expressions might be inevitable in most of cases due to the language usage environment of the speaker. However, according to scholars, slang mostly occurs in informal oral communication forms, due to the fact that people who live in a native English environment tend to use shorter or colloquially referred to as **"cool"** terms which they unintentionally might utilize during the communication with any other speakers.

Question 14

Figure 2.4.12

Graphical representation of participants' answers in Question 14
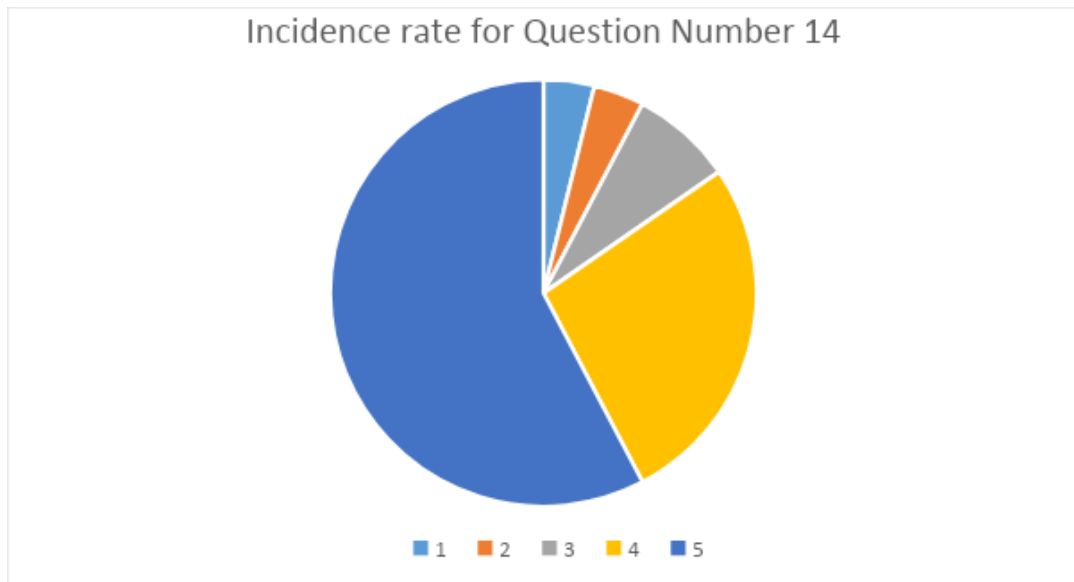
During the process of analysis, the researcher assumed that the outcome of question number fourteen is not going to be varied according to the first question which was an open-ended question where most of the participants were asked to put down their ideas on the essence of slang itself referred to it as to the *"Language of the youth"*. However, question number fourteen was built up with the help of the *ranking method* and participants had to display their agreement or disagreement on a scale from one to five, where one meant **"completely disagree"** and five meant **"completely agree".** The statement *was "Slang is the language of the youth".*

Option numbers one and two were not picked by any of the participants.

Option number three was picked by two of the participants. This option refers to the statement in a **"neutral"** way, so individuals who picked this particular option do not agree or disagree with the statement mentioned above.

The fourth and fifth options were picked by the majority, twenty-four of the participants, who suggest that slang is the language of the youth. The question itself does not state that slang can only be used by young people, it only displays the fact that young people tend to do whatever it takes in order to make themselves extraordinary or just to simply distinguish themselves from the other generations. Older people are very sensitive about the topic, but the vast majority of these people tend to be very understanding at the same time as well, due to the fact that the utilization of slang terms might remind most of the people of **"their"** times.

Question 15

Figure 2.4.13

Graphical representation of participants' answers in Question 15
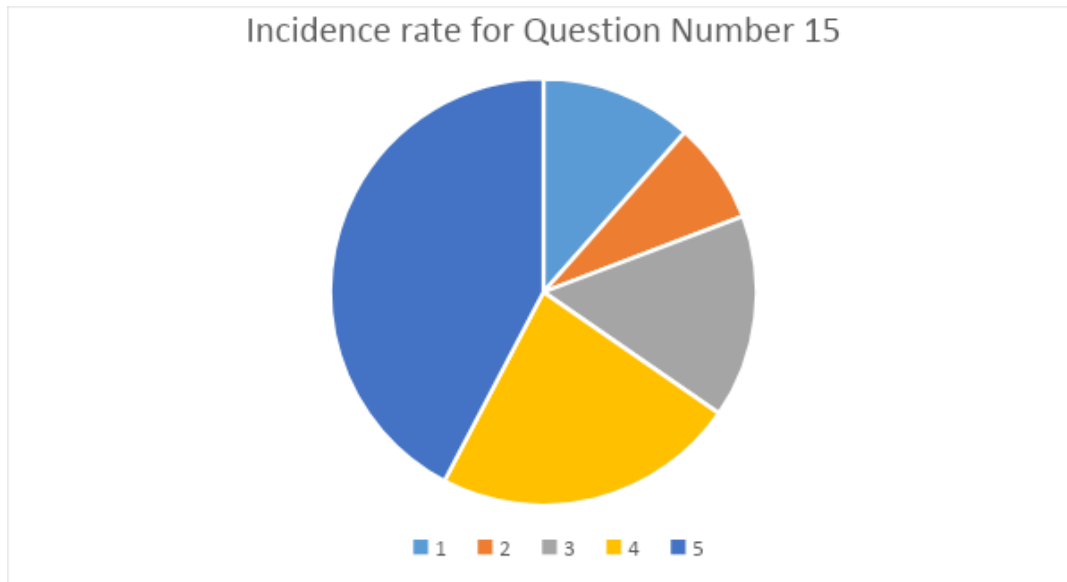
Question number fifteen aims to find out the participants' thoughts on the slang's possible side effects. There are endless studies talking about the possibility of misunderstanding between genders, generations, and people of different nationalities because of the slang. The question had a variety of set answers in the form of a ranking method. Participants had to choose between one and five to display their ideas on the possible side effects of the slang itself.

The first set of possible answers was chosen by three of the participants, suggesting that slang itself might not cause misunderstandings between generations. The assumption itself is correct in particular cases, slang itself is not the main reason for the misunderstandings, the problem only starts if none of the members of the generation want to learn about each other's culture. Older generations tend to be more understanding and interested in the young people's culture.

The second option was picked by two individuals, suggesting that they partially disagree with the statement, which referred to slang as a cause of misunderstandings.

The third option is "neutral". Four of the participants who chose this suggest that it may or may not cause misunderstandings between the generations.

The fourth option was "partially agree", this idea was picked by six of the participants, who referred to slang as one of the causes of misunderstandings due to age or racial differences.

The fifth option was the "completely agree", eleven of the participants chose this option as their answer.

The answers of the participants according to the previous questions are completely rational and understandable. Slang itself lives in the society's head as the language of the youth, which might partially be true, due to the fact that young people tend to create more expressions just to distinguish themselves from the older generations.

Question 16

Figure 2.4.14

Graphical representation of participants' answers in Question 16
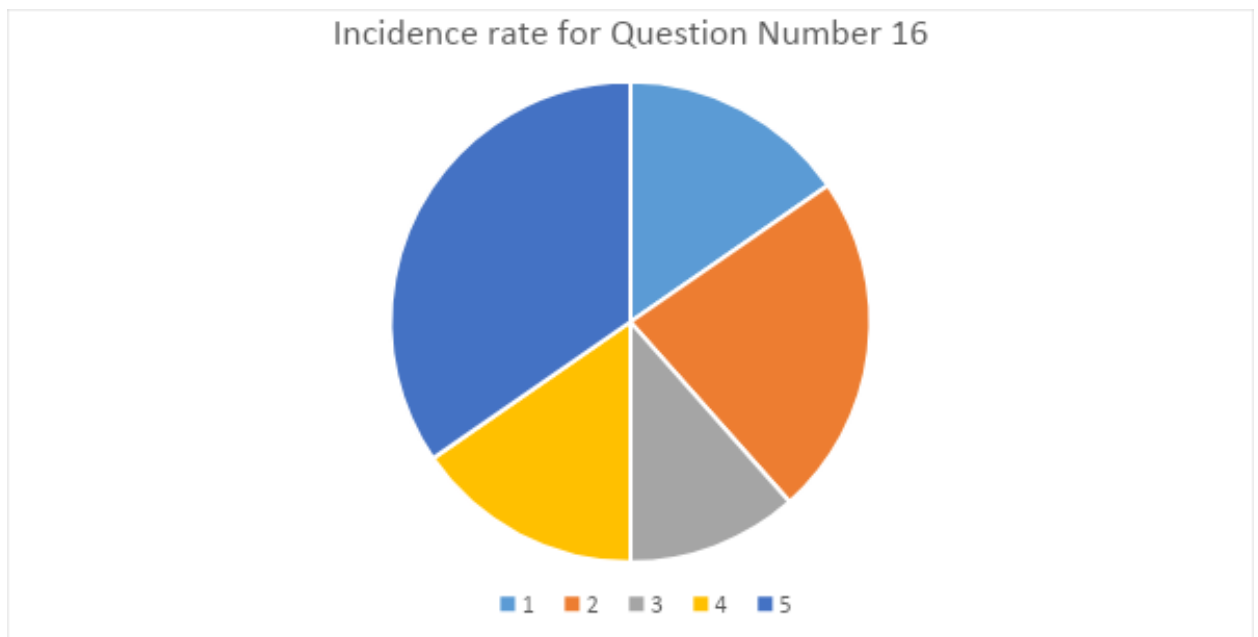
Question number sixteen was a *ranking method*. Participants were required to assess **the significance of slang in the process of acquiring writing skills.** One indicated "Not at all important" and five indicated "Very important."

Four of the participants selected the first option, which indicated **"Not at all important."**

Six participants selected the second option, which meant **"rather unimportant,"** indicating that six of the participants believe that it can be left out of the learning process itself

The third option is **"neutral".** Three of the participants believe that it is something that does not really affect the wiring skills, but it is good to learn and acquire these phrases and terms.

The fourth option was **"rather important".** Four of the participants marked slang as a "rather important" part of the process of learning writing skills.

Nine participants selected the fifth option which suggested that learning slang is **"very important"** during the process of acquisition of writing skills.

Question 17

Figure 2.4.15

Graphical representation of participants' answers in Question 17
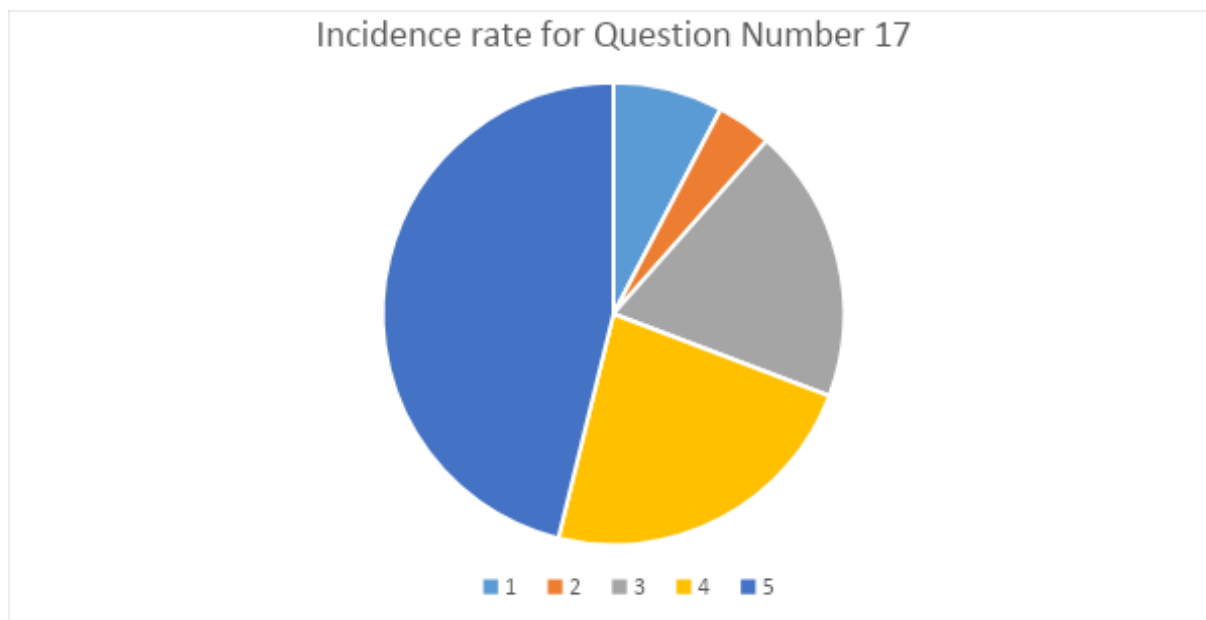
Question number seventeen was a *ranking method*. Participants were required to assess **the importance of slang in the process of learning listening skills.** One indicated **"Not at all important"** and five indicated **"Very important."**

Two of the participants selected the first option, which indicated **"Not at all important."**

One individual selected the second option, which meant **"rather unimportant,"** displaying that one of the participants assumed that it can be left out of the acquisition process itself

The third option is **"neutral".** Five of the participants believe that it is something that does not really affect their listening skills, but it is good to learn and acquire these phrases and terms.

The fourth option was "**rather important".** Six of the participants marked slang as a **"rather important"** part of the process of learning listening skills.

Twelve participants selected the fifth option which suggested that learning slang is **"very important"** during the process of acquisition of listening skills. This displays that learning slang is something that might help EFL learners in a way to improve their listening skills, according to the participants. I most of the movies, or even while communicating with native speakers, it is truly easy to face slang expressions that may lead one into the forest of misunderstandings.

Question 18

Figure 2.4.16

Graphical representation of participants' answers in Question 18
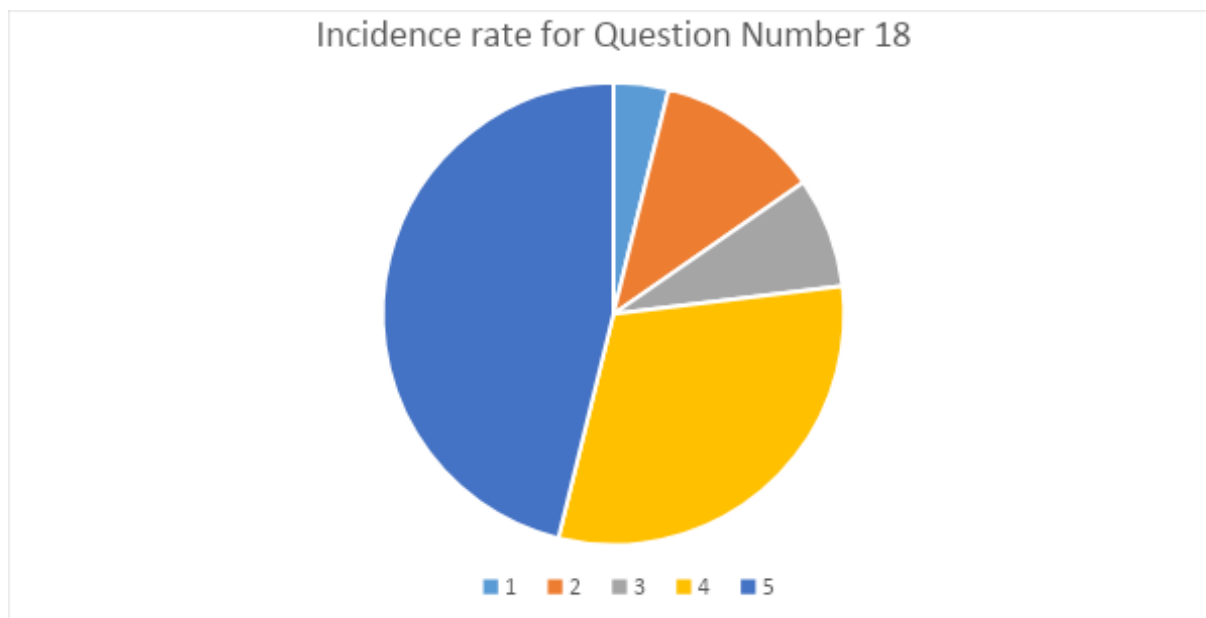
Incidence rate for Question Number 18

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Question number eighteen was a *ranking method.* Participants were required to assess **the importance of slang in the process of learning speaking skills.** One indicated **"Not at all important"** and five indicated **"Very important."**

One of the participants picked the first option, which indicated **"Not at all important."**

Three participants selected the second option, which meant **"rather unimportant,"** displaying that three of the participants think that it can be left out of the acquisition process itself

The third option is **"neutral".** Two of the participants believe that it is something that does not really affect listening skills, but it is good to learn and acquire these phrases and terms.

Eight of the participants marked slang as a **"rather important"** part of the process of learning speaking skills.

Twelve participants selected the fifth option which suggested that learning slang is **"very important"** during the process of acquisition of speaking skills.

As countless people wish for language knowledge as the ability to speak, most of the future learners do not put enough effort into the other three comprehension skill which might help to make speaking easier. Learning slang through various channels and sources might truly help to elevate one's speaking skills which would help one to communicate with natives in a much more natural way. Despite the pronunciation issues and the lack of vocabulary competence, with the help of slang, it is really easy to fit in with a group of native speakers, because to everyone's

wonder, a great joke spiced with some cultural-based slang expression might have its positive and humorous ice-melting effect.

Question 19

Figure 2.4.17

Graphical representation of participants' answers in Question 19
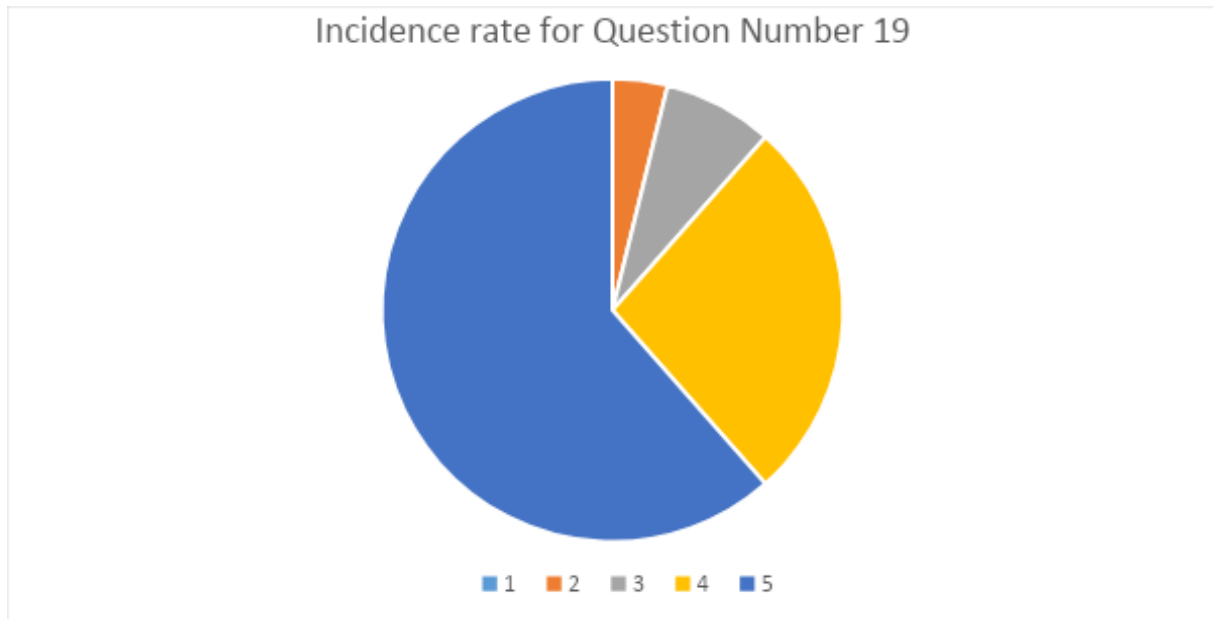
Question number eighteen was a *ranking method*. Participants were required to assess **the importance of slang in the process of learning reading skills.** One indicated **"Not at all important"** and five indicated **"Very important."**

None of the participants picked the first option, which indicated **"Not at all important."**

One participant selected the second option, which meant **"rather unimportant,"** suggesting that one individual assumed that it can be missed out on the process of acquisition of reading skills itself

The third option is **"neutral".** Two of the participants believe that it is something that does not really affect listening skills, but it is good to learn and acquire these phrases and terms.

Seven of the participants marked slang as a **"rather important"** part of the process of learning reading skills.

Sixteen participants selected the fifth option which suggested that learning slang is **"very important"** during the process of acquisition of reading skills.

Due to the appearance of "The Internet" and the so-called "memes," as so many people suggested, the vast majority of young people are already affected by the so-called cultural and international slang expressions. In a world, where most of the effort was put into creating products with equal accessibility all over the world, so-called "internet globalization" has already started

unintentionally. Most foreigners are learning English from a very early age because of social media, the reviews on movies, the texting interface in video games, the comments under different videos and posts, and because of the meme.

It has truly become important all over the world to learn slang from a very early level of English knowledge.

Question 20

Figure 2.4.17

Graphical representation of participants' answers in Question 20
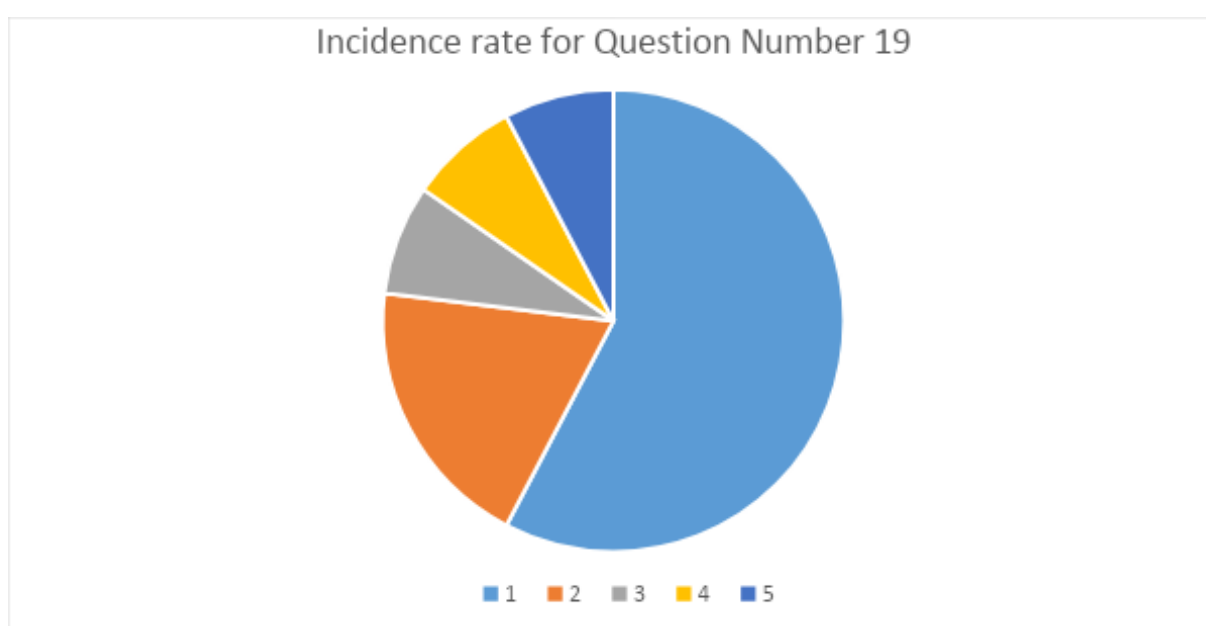
Question number twenty was based on a negative statement, where number one indicated **"completely disagree"** and number five meant **"completely agree"**. The statement was *"The usage of slang may lead to disrespect"*.

Option number one and number two were altogether selected by twenty participants suggesting that they partially or completely disagreed with the statement listed above on the slang's leading will towards disrespect

Option number three was the answer for those who wanted to keep it "neutral". This option suggests that slang may or may not lead to disrespect

Option number four and five were selected by four participants. These individuals partially or completely agree on the fact that slang may lead to disrespect between two generations.

2.5 Conclusion

Overall, the outcome of the study was positive. The majority of the participants use slang during their every day, which might have occurred due to the globalization of our world with the help of the Internet. It has become very famous amongst Hungarian and Ukrainian people to start watching movies and series in their original form. Hungarians mostly do it because of the poor translation of the lines, and Ukrainians mostly do it because of the current situation, they say no to movies translated to russian language out of principle.

The text messaging services as evidence of the humanities desire for doing things quicker and easier. The slang came as a great helping power for those who were constantly in a rush and did not have the time for putting down the words in full forms.

This research shows how important it is to learn slang from the beginning of the learning process in order to make communication with native speakers easier. In some cases it might cause misunderstandings and the main reason behind that is the fact that neither people from younger nor people from older groups do not want to learn about each other.

The data collected and analyzed showed how the participants think about the slang itself and how most of them assume that it is only the youth's language. The following empirical research serves as empirical research on the habits and understanding capabilities of people from different age categories.

PART 3

THE POSSIBLE AFTERMATH OF SLANG EXPRESSIONS

The third and last section of this thesis provides an overview of the research that was conducted with the goal of determining the possibility of a slang-caused language barrier between generations. The primary objective of this study is to determine the level of significance that individuals place on the employment of slang. The questionnaire was built by the researcher in a way that every single participant has got the space to unleash their ideas on the possible language barrier and its effect on the relationship between generations.

Due to the conflict in Ukraine, it was difficult to deliver questionnaires to each participant. Consequently, each questionnaire was administered using Google Forms, and the surveys were sent out via E-mail and social media

3.1 Aim of the Research

The aim of the research is based on the study analyzed in the previous section of this thesis, where the majority of the participants referred to slang as the "language of the youth". The study aims to highlight the possibility of a language barrier between generations and display the true possible issues of slang itself, whether it's age, generation, or time-related.

3.2 Participants

The data was collected exclusively from individuals who were born and raised in Transcarpathia and who acquired a sufficient command of English through college. The data was collected from Hungarians and Ukrainians, with the majority of participants being bilingual due to their origin or current location. The gender of participants is not disclosed. The age and level of English knowledge of participants vary.

According to their age: ten of the participants are between the age of eighteen and twenty-one, five of the participants are between the age of twenty-two and thirty, five of our participants are between the age of thirty-one and forty and the number of participants who fall under the category of aging over forty is ten.

3.3 Procedure

The research conducted investigated the possibility of a slang-created language barrier between generations. It took place in 2023 March in different villages, and cities around the globe. As previously stated, each participant completed the questionnaire via the Internet, and each question was designed for this specific purpose. The research involved 30 participants. All of the questionnaires were completed by individuals with varying levels of English proficiency who all were born and raised in Transcarpathia. Four weeks were required for the collection of data and distribution of questionnaires to the chosen individuals. The researcher collected, analyzed, and recorded the data.

3.4 Results and Discussions

Question 1

Figure 3.4.1

Graphical representation of participants' answers in Question 1
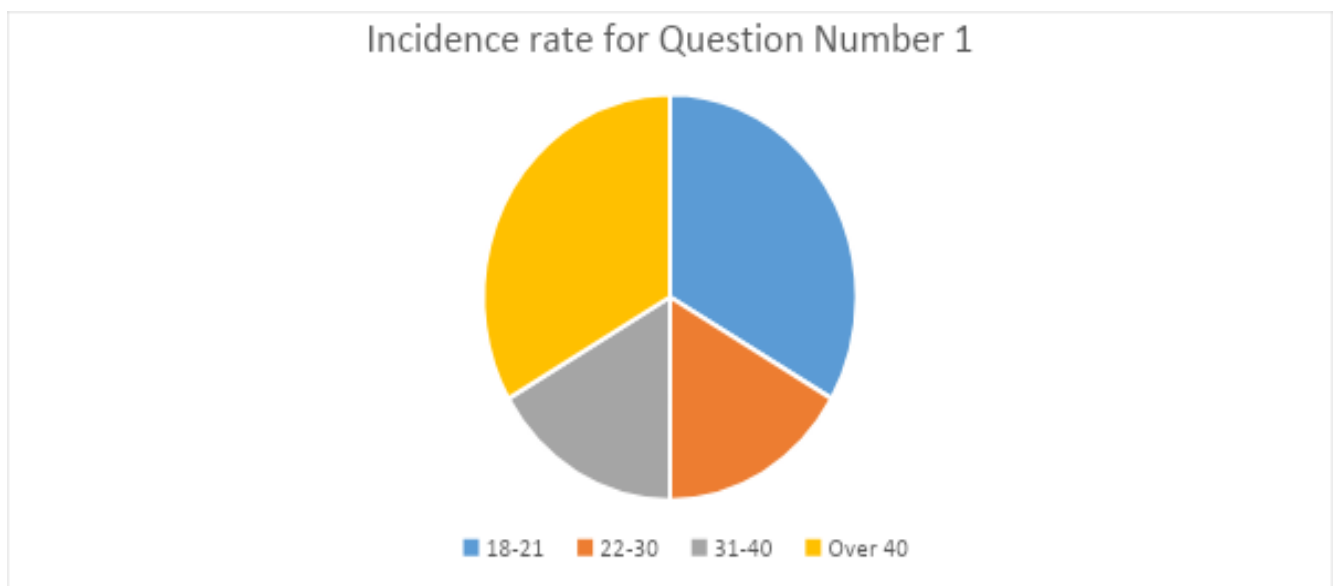
The chart presented above displays the participant's answers to Question number one, where they had to choose the age categories they fall under.

Ten of the participants were between the age of eighteen and twenty-one

The second option was the age bracket of twenty-two and thirty. Five of the participants fall under this group.
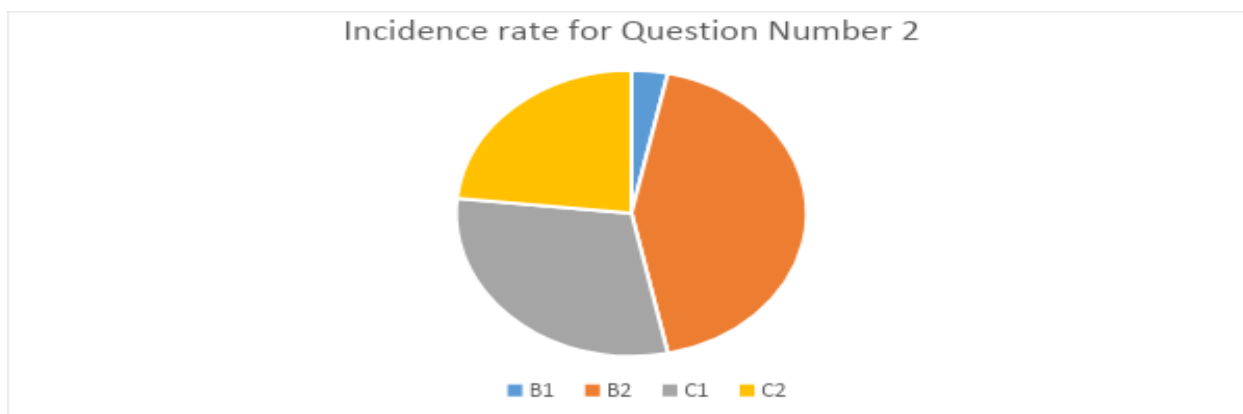
The third answer was the age bracket of thirty-one and forty, it was picked by five individuals

Ten of the participants claimed to be over the age of forty.

Question 2

Figure 3.4.2

Graphical representation of participants' answers in Question 2

Incidence rate for Question Number 2

■ B1 ■ B2 ■ C1 ■ C2

For question number two the participants had to mark the level of their English knowledge on a scale between **"B1"** to **"C2"**

Only one individual referred to their knowledge as "**B1,pre-intermediate"**

Altogether thirteen of the participants have a level of English knowledge of **"B2, intermediate"**

Option number four was the **"C1, Advanced".** This option was selected by nine of the participants.

The fourth option was the **"C2, fluent".** Seven of the participants referred to the level of English language by selecting this option.

Question 3

Figure 3.4.3

Graphical representation of participants' answers in Question 3

Incidence rate for Question Number 3

■ On a daily basis ■ Regulary ■ Sometimes ■ I do not know
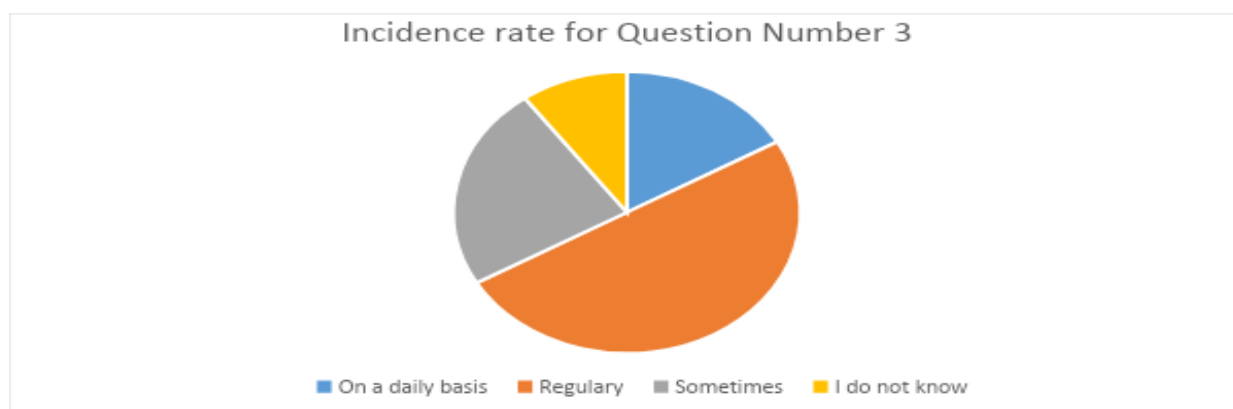
Question number four was a multiple-choice type, where participants had to display of their frequency of facing the English language-based slang terms and expressions.

Five of the participants find themselves facing slang expressions and terms on a daily basis. The internet is one of the most popular platforms for these interactions.

Fifteen of the participants face English language-based slang terms and expressions **"regularly".**

Seven of the participants answered the question with the help of option number three, displaying that they face slang terms and expressions on some occasions.

The fourth option was **"I do not know".** It was picked by three of the participants to answer the question.

Question 4

Question number four had to be answered with a short open-ended answer. The participants were given a rather interesting question they could wonder about, which sounded as follows **"Why do you think slang is so popular?"**

The vast majority of the participants expressed their ideas in a very similar way, the main essence behind the explanation was that slang is being used due to the nature of the youth. The essential causing factor is that young people like being distinguished from older people, they want to invent something, that is so-called **"cool"** amongst other young people and older generations will have to put the effort into studying them or even comprehending them in some cases.

Five of the participants said that it is mostly a racial factor, most of the slang terms are being invented by dark-skinned people in North America. However, the researcher disagrees with the statement, due to the fact that slang cannot be connected to only one race, it is culture based and affects the whole of humanity in some ways.

Question 5

Figure 3.4.4

Graphical representation of participants' answers in Question 5
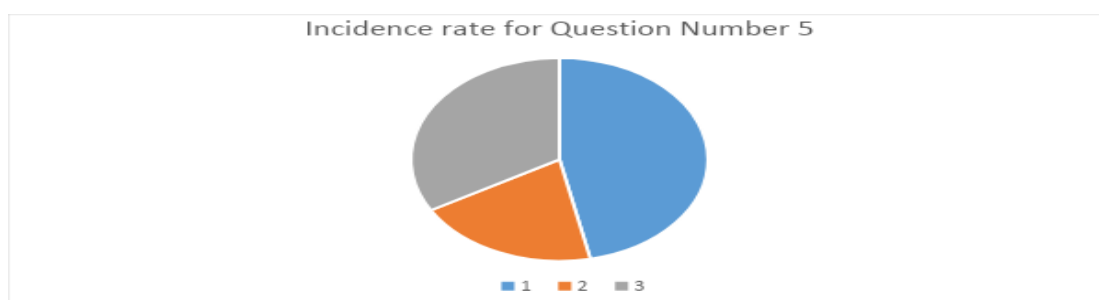
Question number five was a multiple choice question, where participants had to choose between three statements, which were true according to their opinion. The statements are displayed in numerical order on the chart itself.

Statement number one was **"Slang ages well, and stays in the culture for decades"**. Fourteen of the participants agreed on this statement, meaning slang is not only connected to age and generation, it is mostly connected to time brackets, so a forty-year-old person can just as freely use a slang expression as a teenager, but because of society's requirements, they try to avoid using them.

The second statement sounded as follows **"Slang ages quickly, it stays in the culture for years".** Six of the participants decided to pick this option as their final answer suggesting that slang can even create a language gap between people with an age difference of a few years.

The third statement was **"Slang is connected to the current youth".** Ten of the participants agreed with the statement that slang is mostly connected to the youth, suggesting that the main users are the members of the younger generations.

The researcher created the questions on purpose to be true in every single situation. The main aim of the question was to find out what assumptions the participants of the study might have.

Question 6

Figure 3.4.5

Graphical representation of participants' answers in Question 6
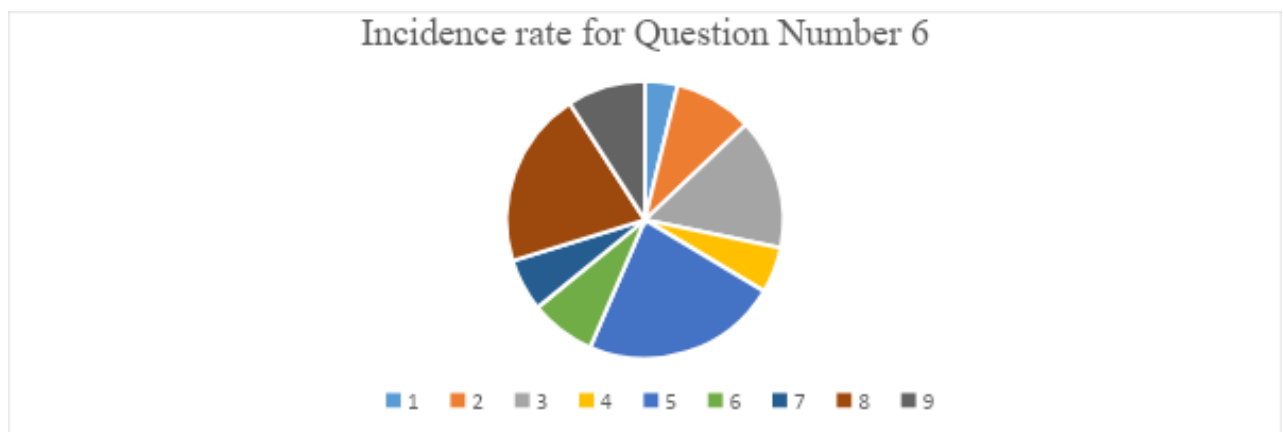
The aim of question number six was to measure the participant's knowledge of slang terms, which were most common during the 1990-2000 years. The number of participants in each and every group was identical on purpose.

Option number one **"Monet"** was picked by five of the participants. Monet is a negative expression used for people's appearance disliked by the speaker.

Option number two **"Alight"** was picked by twelve of the participants. The expression stands for **"all right",** everything is fine.

Option number three **"Hella"** was picked by twenty of the participants. The expression is an alternative for **"really"** it might also be typed or pronounced as **"hell of".**

The fourth option **"home skillet"** was selected by seven of the participants. This expression means "friend". It used to be a friendly way to greet a really close friend.

The fifth option **"whatever"** was picked by thirty of the participants. Every single individual selected this option. The expression is also used today, meaning that the speaker has already accepted either positive or negative news.

The sixth option **"talk to the hand"** was chosen by ten of the participants. It suggests that the person who uses the term does not want to listen to the speaker.

Eight of the participants chose option number seven **" Whats the 411"**. The expression was being used as a coded term for the current **"gossip"**

Twenty-seven of the participants chose option number eight **"Wassup"**. The term itself is a question of curiosity meaning "**How are you?"**.

Option number nine **"On snap"** was chosen by twelve of the participants. This expression is being used as an alternative option for the expression **"I am sorry"**

Question 7

Figure 3.4.6

Graphical representation of participants' answers in Question 7
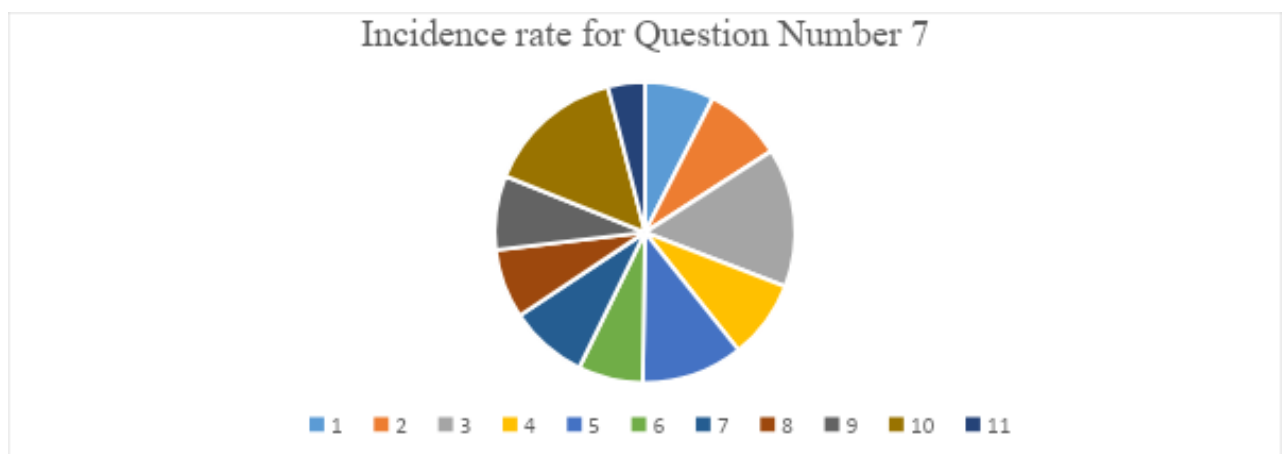
The aim of question number seven was to measure the participant's knowledge of today's slang terms. The number of participants in each and every group was identical on purpose.

The first slang term was **"Dope".**Fifteen of the participants selected this option. This term is used to express our positive thoughts about something.

The first option was **"GOAT".** It was picked by seventeen of the participants. It is an abbreviation of the phrase "**Greatest Of All Times".**

Option number three was **"OMG".**Everyone picked this option. Just like the previous one, it is also an abbreviation for an expression used by the majority of people in everyday life "Oh My God"

The fourth option was **"tea".** Seventeen participants selected this option. It means "gossip" amongst its users.

Option number five was **"bruh".**Twenty-two individuals chose this option. The slang term itself is an alternative to refer to a friend.

The sixth option was **"sus".** Was picked by fourteen of the participants. It is the shortening of the word **suspicious**.

The seventh option was **"hangry".** It was selected by seventeen of the participants. It is a combination of two words **"hungry"** and **"angry",** people use this for a mental state caused by hunger.

The eighth option was **"IYKYK".** Fifteen individuals chose this. It is an abbreviation for the expression **"If You Know You Know".**

Option number nine was **"lit".** Sixteen of the participant chose this option. It is an expression used for the expression of positive things.
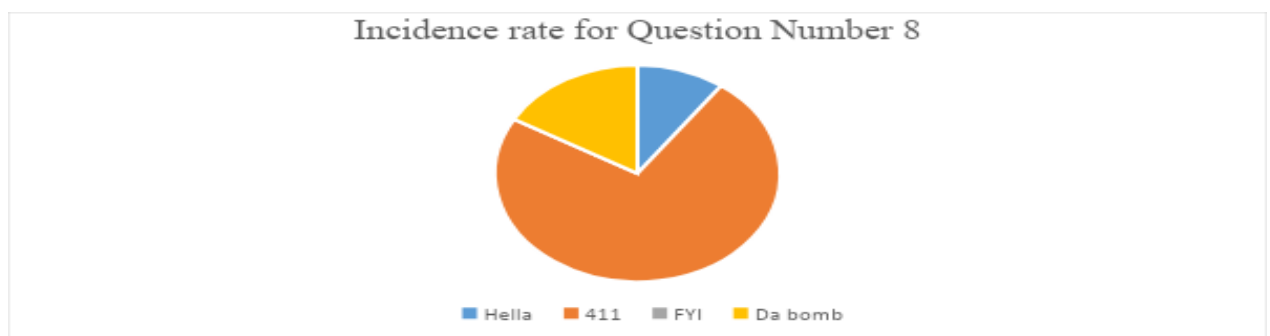
Variant number ten was "**Extra**". The given variant was selected by every single one of the participants. It means **"extreme"**

Option number eleven was **"Gucci".** Eight individuals marked this option as familiar to them. This term is an alternative version of **"good".**

Question 8

Figure 3.4.7

Graphical representation of participants' answers in Question 8

Question number eight included a comparison task between the slang terms of two generations. The participants had to find the 1990s version for the word **"gossip"**

The first option was chosen by three of the participants. This slang term has a completely different meaning.

The second option was the correct answer. Despite the fact that in question number six this option was chosen only by eight individuals, in this environment they could probably guess the meaning out of the knowledge of the other slang terms, twenty-two of the participants chose this option.
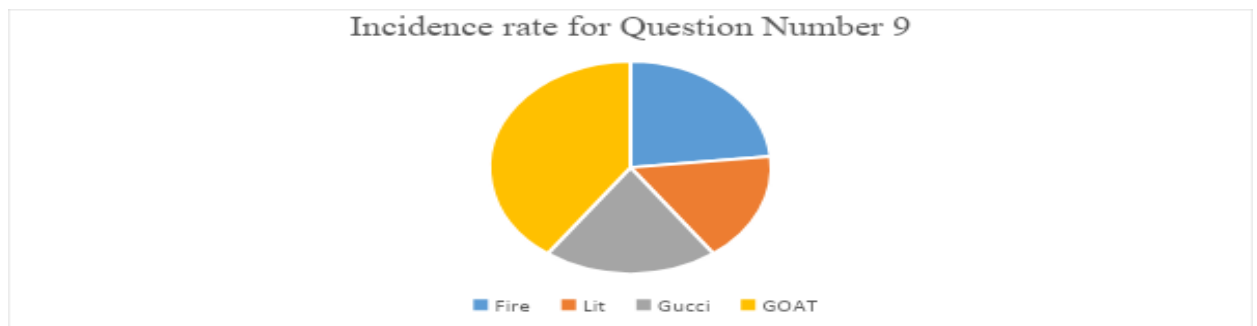
Nobody chose option number three.

Option number four was chosen by five of the participants as their comparison with the word **"gossip"** or **"tea"**

Question 9

Figure 3.4.8

Graphical representation of participants' answers in Question 9

Incidence rate for Question Number 9

■ Fire ■ Lit ■ Gucci ■ GOAT

Question number eight included a comparison task between the slang terms of two generations. The participants had to find today's expression for the 1990's slang term **"Da Bomb".** All of the options mentioned below are correct.

Option number one **"Fire"** has been mentioned by seven individuals.

Option number two **"Lit"** has been mentioned by five individuals.

The third option was **"Gucci".** Six of the participants selected this option.

Twelve of the participants chose **"GOAT"** as their final comparison of the slang expression "Da bomb".

Question Number 10

The given question required an open-ended short answer. The participants had to describe or define the meaning of the slang expression "Take the chill pill". Despite the fact that fifty

percent of the participants were not even born at the moment people started using this expression, the results are rather positive, it serves as a piece of evidence as slang is not only used by the generation which created it.

The vast majority of the participants defined it as a piece of advice for a person who stresses too much, to calm down and **"relax"**

Only one of the participants answered the question from a completely different angle, a different point of view, this individual defined this expression as someone who needs to medication, although it might sound logical, the definition is not correct.

Question 11

The following question needed to be answered with a short, open-ended explanation. The participants had to define the slang expression "hits different". Despite the fact that every single one of the participants was born and using language when this expression got discovered, only twenty-six of them could define the expression correctly. It might show that people who were born after the creation of a slang term tend to memorize and use it more frequently.

The main idea behind the answer of the vast majority was that this expression is being used for something extraordinary.

Four of the participants referred to it as a type of physical of mental abuse between two human beings, which again might sound logical, but it is incorrect.

Question 12

<div align="right">**Figure 3.4.9**</div>

<div align="center">**Graphical representation of participants' answers in Question 12**</div>
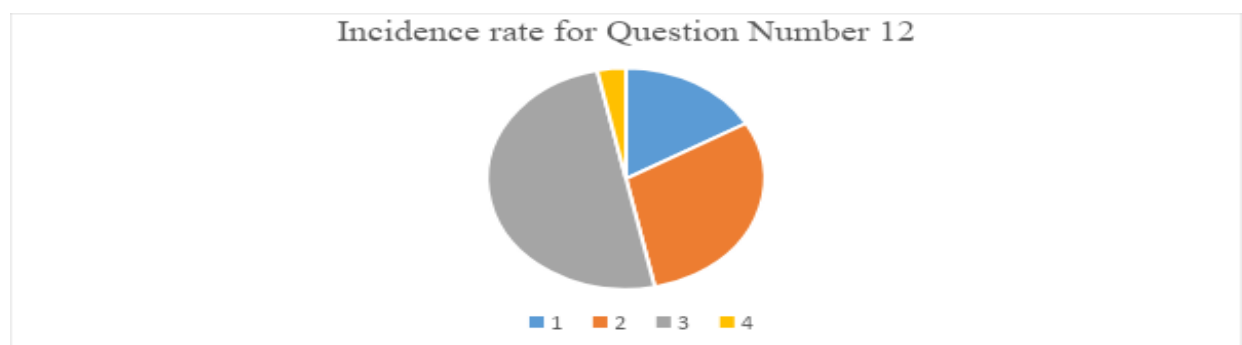
Question number five was a multiple choice type, where participants had to choose between different statements that they might find true. The answer possibilities were very similar, so

participants were only allowed to choose one out of the four options that are going to be analysed in the following section.

Option number one suggests that slang causes the creation of a possible language barrier between two generations. Five of the participants selected this option.

The second option was that slang might cause a language barrier between people of different nationalities and cultures. Nine of the participants chose this option, suggesting that despite the fast growing path of globalization, there are still language barriers between nations and cultures.

The third option was that slang helps generations to keep together, it might bring them together and help them understand each other. Fifteen of the participants chose this option, suggesting that slang does have an effect on two generations and the effect is positive, it helps to keep up to date for the older generations and sometimes helps to create good relationship between member of different age categories.

The fourth option was mentioned by one individual, stating that slang itself has zero effect and does absolutely nothing to the language development and environment.

Question 13

Figure 3.4.10

Graphical representation of participants' answers in Question 13
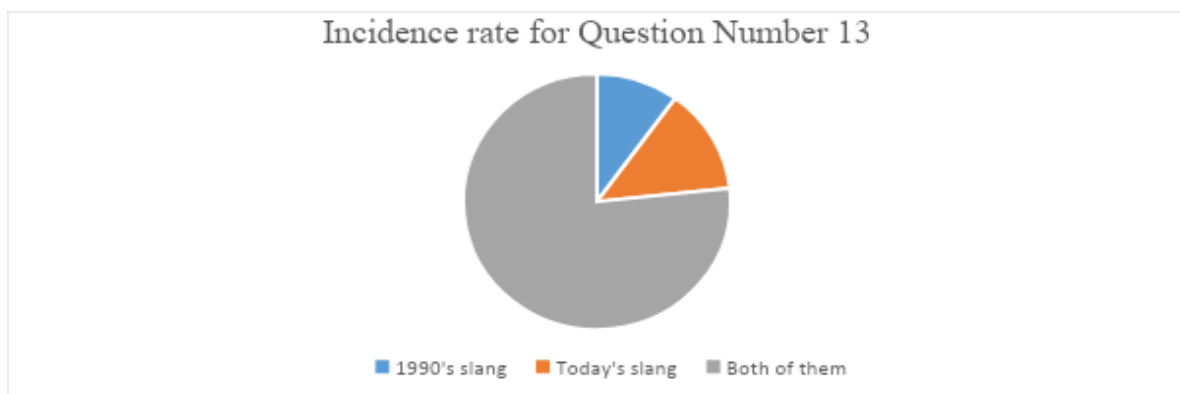
Being a multiple choice type of question, the participants were asked to answer the question on their type of slang usage despite their age. The participants answered in a very similar way to one another.

Three of the participants claimed to be using 1990s slang more often and suggested that this type of slang is more familiar to them.

Four of the participants suggested that they use today's slang as the primary type and it is easier to comprehend and interact with for them.

The vast majority of the participants, twenty-three individuals claimed to be using both of the types at the same time. It might be surprising for one, but the researcher created the questionnaire intentionally in a way that would be enjoyable for both generations.

3.5 Conclusion

Slang might sometimes be confusing for some or misleading in some ways, but it is part of the English language and the number of its users grows every single day. The majority of young people have already learned and planted those expressions into their vocabularies, and are going to utilize it on a daily basis. The older generation has to keep up in a way that the level of language barrier will be kept to its minimum.

The study conducted also clarified that the language barrier is not only caused by slang, it mostly happens due to the fact that older people do not really want to keep up with the youth, despite the fact that these words are becoming implemented into the language while they are using it. It does not matter how old or young the speaker is, slang is going to affect their way of speech and it is most likely inevitable.

The study also displayed that young people tend to use slang expressions created by older generations, it also has to be mentioned that most of those "cringe" terms have already disappeared from common use.

All in all, slang is not the reason and the causing effect of a language barrier between generations, and it is not something that creates a generation gap, it is the total opposite. Slang terms and expressions bring two generations together, for young people it is very strange but very nice at the same time to hear a new slang term coming out of an older person's mouth and for an older person, it is very nostalgic to hear the words that were invented and being utilized by the youth of his times.

CONCLUSION

Slang is often associated with informal communication among a particular group of people, and it is not considered conventional language in the speaker's dialect or language. Slang can take various forms, ranging from catchy clichés to eloquent shoptalk or confusing gobbledygook. Slang is often characterized by its creativity, playfulness, and ability to reflect current social and cultural trends.

Belonging to a particular group is a prominent feature of slang usage. Slang can be used to recognize and identify with a specific group or exclude those who do not understand the ethnocultural conversations that occur because of the use of slang. This use of language can be seen as fashionable and inclusive for those who want to be perceived as belonging to a certain group. For example, a teenager who enjoys playing high-school football may use slang specific to that group, such as "meathead," to show their membership in that group and differentiate themselves from others. Slang can also be transgressive and deviant, as groups that use irreverent and disobedient slang terms may be seen as having low social status. Historically, slang has been used by marginalized groups, such as musicians, people on the fringes of society, and those who challenge societal norms, as a way to create a hidden language and exclude those who are unaware. To be a member of these groups, one must be knowledgeable about the slang used by other members, and failure to do so may result in exclusion from the group.

The prominent task of our study was to find the occurring problems while learning slang. The study gives a written implementation of the fact that slang can be used across generations without creating misunderstandings in case both parties feel passionate about learning and improving English knowledge.

Based on the qualitative research findings, the second and the third part interviewed 56 participants in order to find out the possible drawbacks and analyze their habits towards slang usage during their everyday lives.

It was important to type down the techniques used by the researcher to question the participants about their opinion towards slang itself. The vast majority of the participants comprehended the tasks and gave relevant asnwers

The result demonstrates that slang can be used between generations without the appearance of misunderstandings, due to the fast popularization of the Internet, the whole world experiences cyber globalization which makes it more desirable to learn slang expressions to be able to enjoy conversations online.

Slang might sometimes be confusing for some or misleading in some ways, but it is part of the English language and the number of its users grows every single day. Most young people have already learned and planted those expressions into their vocabularies, and will utilize them daily. The older generation has to keep up in a way that the level of language barrier is kept to its minimum.

Youth culture plays a significant role in slang usage, as young people often use slang to assert their sense of belonging and solidarity with their peers. Slang terms, such as "dude," have been historically associated with specific subcultural groups, such as drug users, surfers, and slackers, but these terms may also be adopted by other members of society, demonstrating the spread and evolution of slang.

Slang can also be used as a social performance, where individuals use slang to project a certain image or identity to the outside world and communicate with other members of their group. Research has identified various groups that use slang as identifiers, such as beatniks, instrumentalists, and other subcultural groups. These groups communicate a particular image to each other through the use of group-specific slang that is known only to members of the group. Slang is a dynamic and ever-changing aspect of language that is used in informal contexts to communicate among peers, convey emotions, and create social bonds. It can take various forms, including fresh and creative terms, flippant phrases, imitative, acronyms, clipping words, jargon, and professional slang, as well as regional and cultural slang. Understanding slang can help with comprehension in social interactions, media, and entertainment, but it's important to be aware of the appropriate context and usage of slang in different situations.

The study conducted also clarified that the language barrier is not only caused by slang, it mostly happens since older people do not want to keep up with the youth, even though these words are becoming implemented into the language while they are using it. It does not matter how old or young the speaker is, slang is going to affect their way of speech and it is most likely inevitable.

The study also displayed that young people tend to use slang expressions created by older generations, it also has to be mentioned that most of those "cringe" terms have already disappeared from common use.

All in all, slang is not the reason and the causing effect of a language barrier between generations, and it is not something that creates a generation gap, it is the total opposite. Slang terms and expressions bring two generations together, for young people it is very strange but very nice at the same time to hear a new slang term coming out of an older person's mouth and for an older person, it is very nostalgic to hear the words that were invented and being utilized by the youth of his times.

The central hypothesis was that slang might be used across generations without the occurrence of misunderstandings. The results of the study show that slang is more cultural and era based than age-group-based. The so-called "Slang is for young people" mentality is not completely true, although it might be used by young people more frequently it does not forbid older people to use and learn about the trendy slang expressions

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РЕЗЮМЕ

Сленг часто пов'язується з неформальним спілкуванням певної групи людей та не є загальноприйнятою мовою в діалекті або в мові говорця. Сленг може набувати різних форм, від привабливих фраз до елегантної спеціалізованої мови або плутанини слів. Сленг часто характеризується творчістю, грайливістю та здатністю відображати сучасні соціальні та культурні тенденції.

Належність до певної групи є визначальною рисою використання сленгу. Сленг може використовуватися для визнання і співпереживання з конкретною групою людей або виключення тих, хто не розуміє етнокультурні розмови, що відбуваються через використання сленгу. Це використання мови можна назвати модним, а також включаючим для всіх, хто хоче бути зрозумілим у цих групах. Наприклад, підліток, який любить грати у футбол у вищій школі, може використовувати сленг, характерний для цієї групи, наприклад "meathead" ("грубіян"), щоб показати свою належність до цієї групи та відрізнити себе від інших. Сленг також може бути трансгресивним і девіантним, оскільки групи, які використовують нешанобливі та непокірні сленгові терміни, можуть сприйматися як ті, що мають низький соціальний статус. У історії сленг використовувався маргіналізованими групами, наприклад, музикантами, людьми на межі суспільства та тими, хто використовують соціальні норми, як спосіб створення прихованої мови та виключення тих, хто необізнаний. Щоб бути членом цих груп, необхідно розуміти сленг, яким спілкуються інші члени, інакше це може призвести до виключення з групи.

Головним завданням нашого дослідження було виявити проблеми, які виникають під час вивчення сленгу. Дослідження підтверджує той факт, що сленг може використовуватися між поколіннями без створення непорозумінь, якщо обидві сторони проявляють палке бажання вивчати та покращувати свої знання англійської мови.

На основі результатів якісного дослідження, проведеній з 56 учасниками, друга і третя частина цієї магістерської транслює можливість виявити недоліки та проаналізувати звички використання сленгу у повсякденному житті.

Важливо було зрозуміло відтворити методи, щоб учасники могли описати про їхнє ставлення до самого сленгу. Більшість учасників чітко розуміли поставлені питання та відповідали правильно.

Результати свідчать про те, що сленг може використовуватися між поколіннями без появи непорозумінь, завдяки швидкому поширенню інформації через Інтернет, окрім того, весь світ відчуває рівень кібер-глобалізації, що підсилює процес вивчення сленгових виразів та надає змогу насолоджуватися онлайн-розмовами.

Сленг іноді може бути заплутаним або відрязнятись за значенням повністю від оригінального змісту слів, але він є частиною англійської мови, і кількість його користувачів зростає з кожним днем. Більшість молодих людей одразу поглинають сленг та додають ці вирази до свого словника, щоб використовувати їх щоденно. Старшому поколінню потрібно триматися на плаву, щоб мінімізувати рівень мовного бар'єру.

Молодіжна культура відіграє значну роль у появі сленгу, оскільки саме молоді люди часто використовують його, щоб підкреслити своє почуття приналежності і солідарності з однолітками. Сленгові терміни, такі як "тип", історично асоціюються з певними підкультурними групами, такими як наркомани, серфери та бездіяльні особи, але ці терміни також можуть бути прийняті іншими членами суспільства, що демонструє поширення та еволюцію сленгу.

Сленг також може використовуватися як соціальна вистава, де люди послуговуються ним, щоб проектувати певне враження або ідентичність на зовнішній світ і спілкуватися з іншими членами своєї групи. Дослідження виявили різновиди груп, які використовують сленг як ідентифікатори - це бітники, інструменталісти та інші підкультурні групи. Ці групи спілкуються між собою за допомогою специфічного для групи сленгу, який відомий лише їх членам.

Сленг є динамічною і постійно змінюваною складовою мови, яка використовується в неформальних контекстах для спілкування між ровесниками, для вираження емоцій та створення соціальних зв'язків. Він може набувати різних форм, включаючи новітні та творчі терміни, легковажні фрази, імітації, абревіатури, вирізки слів, жаргон і професійний сленг, а також регіональний і культурний сленг. Розуміння сленгу може допомогти в сприйнятті соціальних взаємодій, медіа та розваг, але важливо усвідомлювати відповідний контекст та використання сленгу в різних ситуаціях.

Дослідження також уточнило, що мовний бар'єр виникає не лише через сленг, а найчастіше тому, що старші люди не проявляють бажання пізнавати нове від молоді, незважаючи на те, що сленгові слова все ж поступово включаються до мови, яку вони

поступово освоюють. Незалежно від віку людини, сленг буде впливати на їхню мову, адже його уникнення у повсякденному часі майже неможливе.

Дослідження також показало, що молоді люди схильні використовувати сленгові вислови, створені старшими поколіннями, але варто зазначити, що більшість з таких "кринжових" термінів вже вийшли зі загального вжитку.

В цілому, сленг не є причиною або наслідком мовного бар'єру і він не створює розриву між поколіннями. Навпаки, сленгові терміни та вирази об'єднують два покоління: для молодих людей дивно, але приємно одночасно чути новий сленговий термін з вуст старшої людини, а для старших людей це ностальгія за словами, які були винайдені та використовувалися молоддю їхнього часу. Центральна гіпотеза полягала в тому, що сленг може використовуватись між поколіннями без виникнення непорозумінь. Результати дослідження показують, що сленг більш культурний і епохальний, ніж пов'язаний з віковими групами. Так званий вираз "Сленг - для молодих людей" не є повністю правдивим значенням, попри те, що молоді люди можуть послуговуватися ним частіше, це не забороняє старшим людям вчитися трендових сленгових виразів.

APPENDIX 1

QUESTIONNAIRE FOR PART 2

1. How would you define slang?

2. Do you communicate through text messages?

Yes No

3. What is the more frequent purpose of using Texting?

I text my friends and relatives

I text because of my job

4. Which platform do you mostly use to communicate through text messages?

SMS

Facebook

Messenger

Email

Whatsapp

Viber

5. Do you agree with the statement that slang is one of the most important factors when it comes to language comprehending?

Disagree 1 2 3 4 5 Agree

6. What types of communication forms do you usually use?

Formal Informal

7. Where do you face slang the most frequently?

Social Media

Movies

SMS

Books

Songs

Other:

8. Best ways to learn slang

Commuticating with native speakers

Watching movies with subtitles

Reading news

Listening to songs

Other:

9. What is you motivation for learning English slang?

10. Do you prefer formal Abbreviations over the extended names of certain places,organizations?

Yes

Mostly yes

Mostly no

No

11. Slang is an important part of the language

Not important 1 2 3 4 5 Very Important

12. Slang can be ommitted during the pocess of learning a new language

Not true 1 2 3 4 5 True

13. Facing slang while communicating with native speakers is inevitable

Not true 1 2 3 4 5 True

14. Slang is the language of the youth

Not true 1 2 3 4 5 True

15. Slang is likely to cause misunderstandings between generations or nationality due to the language barrier?

Not true 1 2 3 4 5 True

16. Learning slang helps to improve writing skills

Not true 1 2 3 4 5 True

17. Learning slang helps to improve listening skills

Not true 1 2 3 4 5 True

18. Learning slang helps to improve speaking skills

Not true 1 2 3 4 5 True

19. Learning slang helps to improve reading skills

Not true 1 2 3 4 5 True

20. The usage of slang may lead to disrespect

Not true 1 2 3 4 5 True

QUESTIONNAIRE FOR PART 3

1.How old are you?

18-21

22-30

31-40

Over 40

2. What is your level of English knowledge?

B1

B2

C1

C2

3. How often do you use English language based slang terms or expression?

On a daily basis

Regularly

Sometimes

I dont know

4. Why do you think slang is so popular?

5. Which statement would you find true?

Slang ages well, stays in the culture for decades

Slang ages quckly, it stayt in the culture for years

Slang is connected to the current youth

6. Which 1990 slang expressions sound familiar to you?

Monet

Alight

Hella

Home skillet

Whatever

Talk to the hand

Whats the 411?

Wassup

On snap

7. Which moder slang terms sound familiar to you?

Dope

GOAT

OMG

Tea

Bruh

Sus

Hangry

IYKYK

Lit

Extra

Gucci

8. Which older 1990 slang expression matches the "Tea" or "Gossip

Hella

411

FYI

Da bomb

9. Which todays slang expression matches the "Da Bomb" or "The coolest"?

Fire

Lit

Gucci

Goat

10. How would you define the meaning of the 1990 slang expression " Take the chill pill"

11..How would you express the meaning of the todays slang expression "Hits different"?

12. Despite your age, which era's slang expressions were more familiar to you?

1990's slang

Today's slang

Both of them

13.Complete the statemet: In my opinon

Slang creates a barrier between two generations

Slang creates a barrier between nationalities

Slang helps to keep two generations together

Slang does not affect anything

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Дата перевірки:
15.05.2023 13:04:22 CEST

Тип перевірки:
Doc vs Internet + Library

Дата звіту:
20.05.2023 16:38:13 CEST

ID користувача:
100011753

Назва документа: **Mark_Popovych_Masters_Thesis final**

Кількість сторінок: **73**   Кількість слів: **20940**   Кількість символів: **142202**   Розмір файлу: **1.05 МВ**   ID файлу: **1014771945**

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Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи   5